Saturday Review

September 21, 1963 25¢

"In the Gym," by Jeanette Tresh, Age 9, Grade 4, P.S. 104, Brooklyn, N.Y.

THE CONANT REPORT ON TEACHER EDUCATION

With Editorial Commentary by Paul Woodring

MEN, APES, AND TERMITES

By Joseph Wood Krutch

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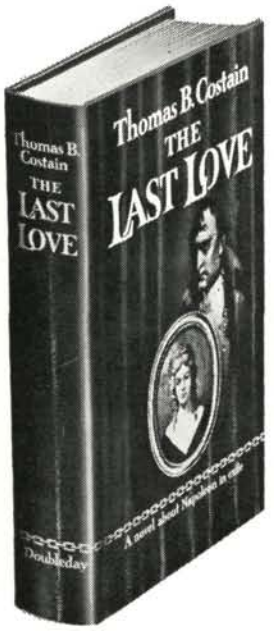

127. THE LAST LOVE
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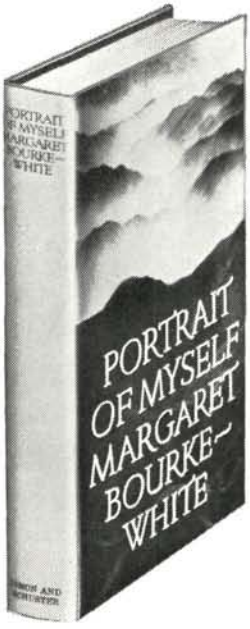

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Margaret Bourke-White
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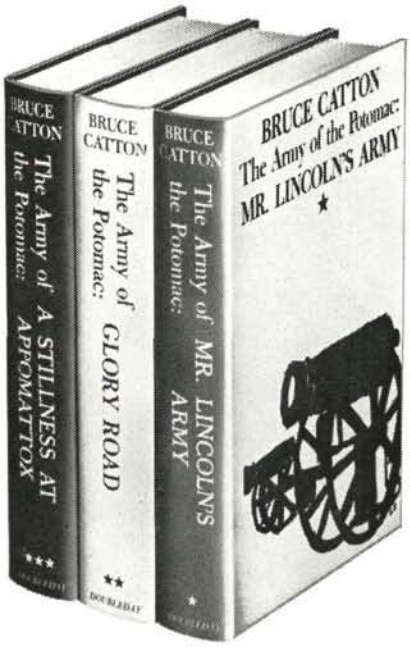

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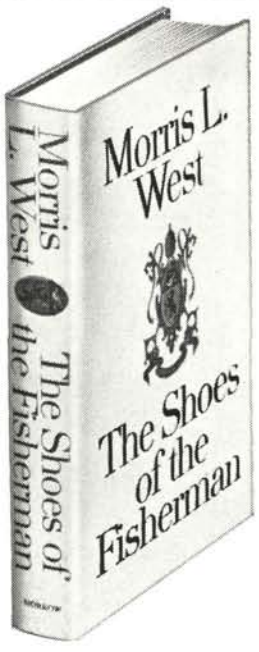

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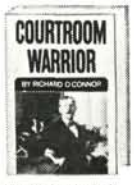

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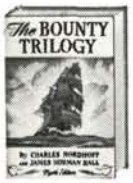

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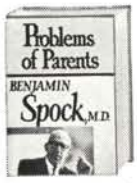

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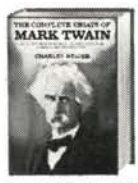

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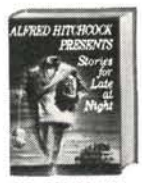

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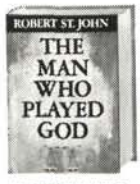

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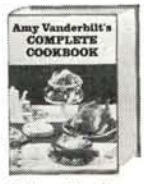

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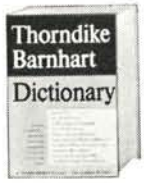

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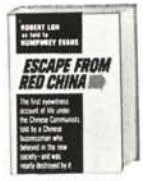

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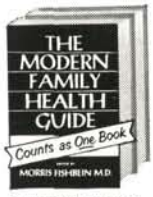

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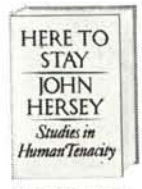

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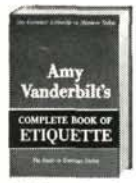

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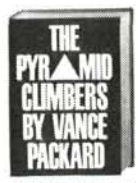

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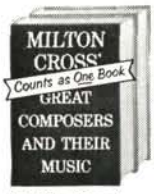

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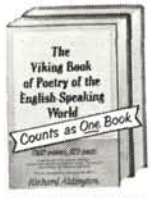

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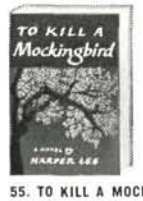

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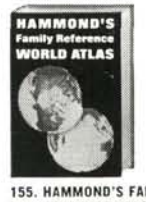

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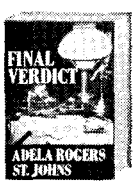

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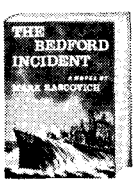

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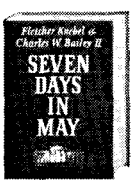

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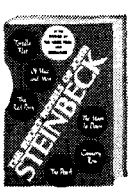

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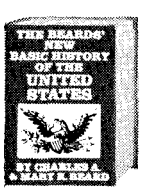

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L. L. Day

EDITOR-AT-LARGE

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Saturday Review

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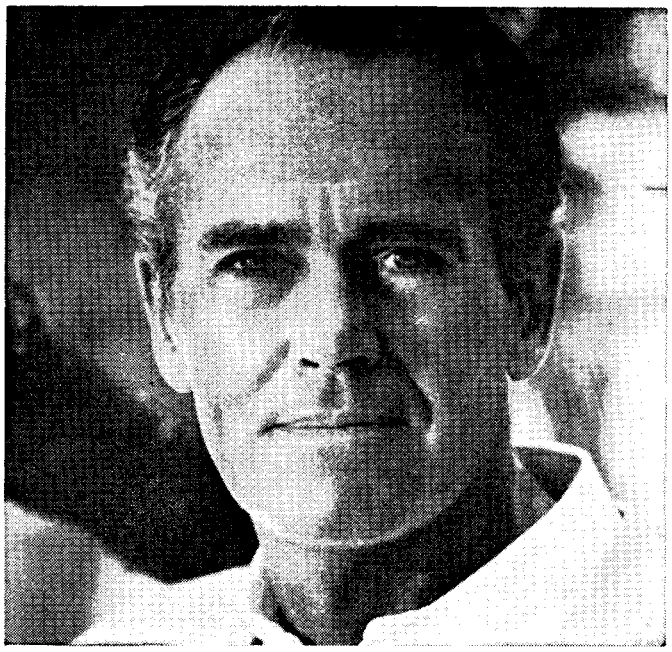

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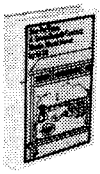

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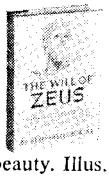

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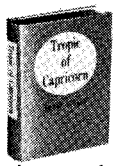

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One Word Worth a Thousand Pictures

Edited by Martin Levin

WHO'S WHO

Back in the days of kith-and-kinnage,
Eminence was the child of lineage;
But this is the age of public image:
The look-who's-on-the-front-of-*Time* age,
The do - your - clippings - equal - mine age;
And eminence is the child of linage.

—A. C. Van Dine.

• • •

PHILOXENIA

THE Greeks had a word for it, but I have never encountered it among any other people but the Russians. I don't mean the "bolshevized" Russians, but the general population as they behaved when I was there in 1922 and '23. The word is *philoxenia* and it means "love of the foreigner." I'm afraid that Communist propaganda has pretty nearly wiped it out by this time, but I remember it as one of the most endearing traits of those thoughtful and very lovable people.

Two examples of this trait stand clear in my memory after forty years. The checkroom for personal baggage in the Kharkov station was a long corridor running along a whole side of the waiting room. Your bags went in at one end, and to get them out you presented your check at the other end. I was in a hurry to catch a train and there was a big crowd at the outgoing end, so I went up to the ingoing end, and asked the clerk if he couldn't get my bags out in a hurry. He gave me a disapproving look and said rather brusquely: "You have to stand in line over there. Don't you know the end from the beginning?"

To parry the rebuke, and still hoping to get my bag, I started to explain that, as a foreigner, I hadn't caught to the Russian way of doing things had no more than got the words "I'm a foreigner" out of my mouth when he exclaimed: "Oh, you're a foreigner!" and rushed way down that long corridor and back with my bags as though I had said I was the president of the republic or the commander-in-chief of the Red Army.

I did have in my pocket a large paper bearing the seal of the Red Army and the signature of its commander-in-chief, asking every citizen to give me whatever help I might require in getting acquainted with the country. But this seemed, at least on one occasion, to command small deference compared to what was due me as a mere foreigner. I was on a train in the vicinity of Rostov-on-the-Don at the time when Trotsky had set going a campaign to teach the Russians to be clean. One of its stern, and apparently unheard-of, decrees was that anybody using the toilet while a train was standing in a station would be subject to a fine of, say, half a ruble. I probably have the amount wrong, but it was enough so that when a little boy of seven or eight years transgressed and was collared by the conductor a dragged back to his parents to collec the fine, he bawled like a branded calf. His parents, too, poor peasants whose lunch had been a small hunk of black bread, protested with outcries and tears of dismay. I got out my impressive document and, showing it to the conductor in what I thought was a magisterial manner, complimented him on his enforcement of the rules, but explained that they could not be applied to a child who was unable to read them.

The conductor examined my paper curiously and handed it back to me.

"I have every respect for the Red Army, comrade," he said, "but that doesn't alter the rules. This boy has broken a rule, and I have no choice but to impose the fine."

"But you're not fining *him*," I argued. "You're fining his parents—they didn't break the rule."

There ensued one of those hour-long and highly abstract arguments which are also characteristically Russian. The principles of law and equity were invoked, the age of maturity, the difference between a child and an adul+ between hygiene and morality. every descent into the concrete, i. would say: "But the rules are explicit, and my duty is to enforce them." When driven into a corner, he would add: "I have to make a report, comrade, and if I don't impose this fine I'll be fined myself."

A dozen of the passengers in the car

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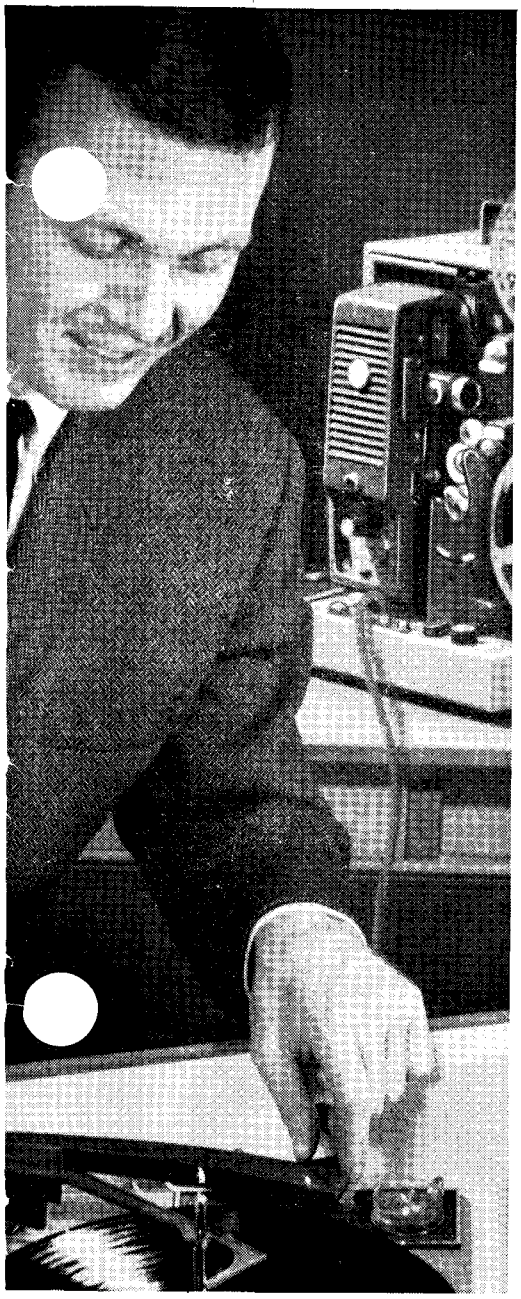
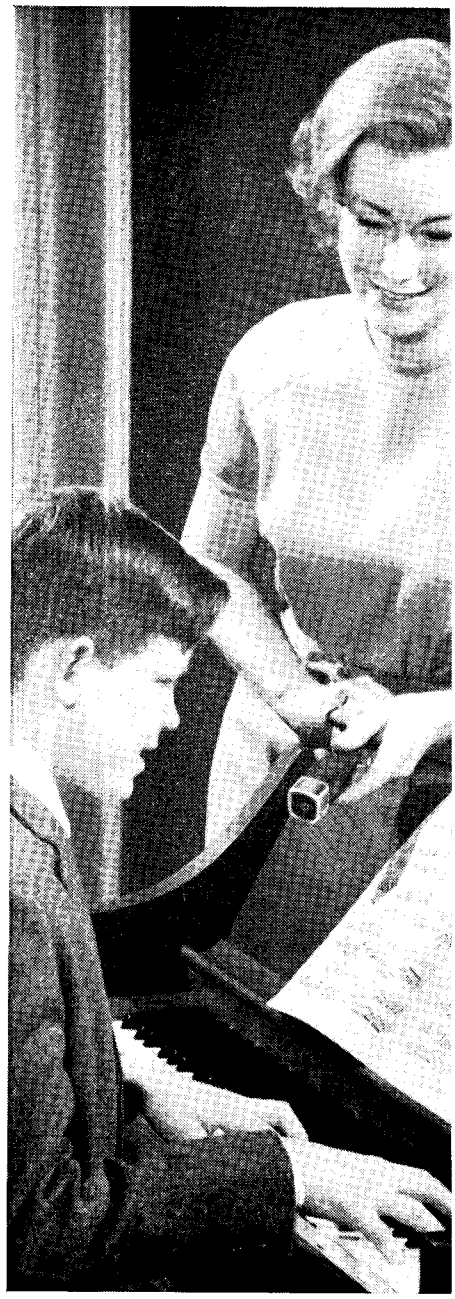
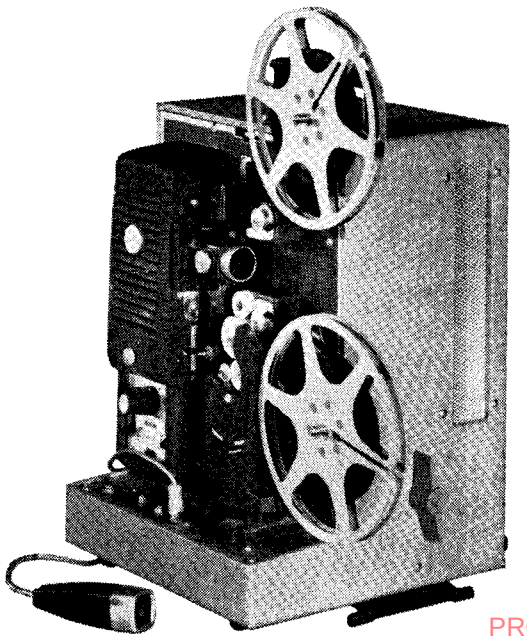




Who put the music in Mother's favorite movies?



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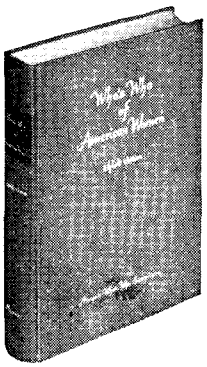

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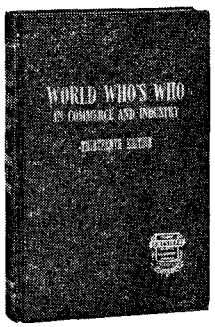

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had gathered around us, and most of them were on my side—or the little boy's. So the conductor felt obliged finally to back down. My powerful document, however, with its great seal and signature, was negligible in such an emergency.

"All right, comrade," he said, taking out a pad and pencil. "I'll put it down in my report that you, a foreigner, advised me not to impose the fine."

That satisfied them all, and they returned to their seats feeling that a principle had been invoked more honored than law or equity, or even the mandates of the Red Army.

—Max Eastman.

• • •

EVER HEAR OF A SUPER-SKY-MAN TRAVELING IN A FIRE-ARROW?

SOMEHOW I no longer feel my native language (Chinese) is inferior to modern Western languages. Mr. J. Donald Adams, writing in *Saturday Review* [Aug. 31], has cured me of this complex. I used to think that Chinese, as a modern language, was primitive, ancient, passé; it lacked logic, it was in want of grammar in the sense of a scientific system of conjugation, and its absence of a phonetic alphabet constituted a great handicap in transliterating, in this age of technology, new words like *radar, television, astronaut*, and *A-Okay*, which have popped up in recent years like bamboo shoots after spring rains.

But Mr. Adams's thesis on the magic and mystery of words has opened my eyes to the beauty of my own lan-

guage as it is written and spoken. Mr. Adams takes pleasure in the sight and sound of some English words (*dawn* and *dusk*, for example); but what English word can compare with Chinese ideographs for combining sight and sound? In Chinese, the word *dawn* appears as a sun floating above a horizontal line; *sun* and *moon* together make the word *bright*. How visual can you get?

And even in the realm of new technological terms, the primitive Chinese language serves well without sacrificing its poetry. I remember many years ago we Chinese used to tease any returned student from America by designating him a "*five-machine-man*, who, besides an advanced degree from an American university, invariably brought home five products of an advanced society: *word-beating-machine, picture-taking-machine, sound-receiving-machine, sound-retaining-machine*, and *sound-recording-machine* (and *clothes-sewing-machine* if the returned student was a she).

And so our ancient language yields *gas-vehicle, fire-vehicle, electric-moving-shadows, electric-talk-machine, flying-machine* (and its advanced *air-thrust-machine*), *super-sky-men* in *fire-arrows* exploring the mystery of *super-sky*, and *flying-torpedoes* and *flying-cannons* equipped with *core-bomb-heads*. Also *ice box* or, in Cantonese, *snowchest*. And can you guess what *snowcake* is?

—Timothy Tung.

• • •

A LONG-NEEDED SERVICE

I AM preparing to offer a service to the readers of *The New Yorker* and viewers of TV drama. (It is obvious that I have bracketed the entire scope of human understanding.)

How often have you, Mr. or Mrs. *New Yorker* Reader, come to the end of a story, run spang into the author's name, done a double-take and said to your reflection in the pier glass, "That's *it?*"

How many times have you suddenly found yourself halfway into the last commercial of a television show, certain the story had ended but not quite sure it had finished?

If your answer to the two foregoing questions is "All the time" or any reasonable facsimile, you are in need of my service.

Subscribers will be supplied with a secret phone and code number. When either of the two problems outlined above occurs, they have only to dial the phone number and give the code number to one of our courteous attendants to be told all that happened after the story or TV show ended.

I figure this service should cure countless cases of irritability, flashes of paranoia, and the high national incidence of insomnia.

There is only one detail that is holding up the starting date. So far there is absolutely no source available with the information we need to get started in business: the truth is, when told about my service, several authors of stories in *The New Yorker* and on television have eagerly tried to subscribe.

—Carroll Carroll.

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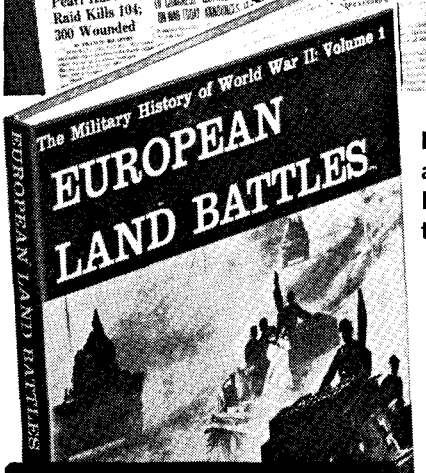

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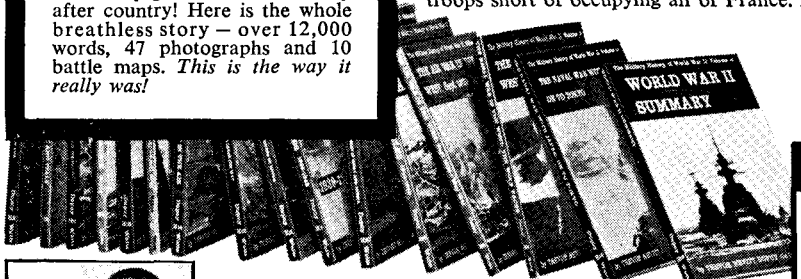

ABOUT THE AUTHOR

Trevor Nevitt Dupuy (Col. U.S. Army, Ret.)

Scholar, researcher, military analyst, eminent historian, Col. Dupuy's bestselling **Military History of Civil War Land Battles** and **Military History of Civil War Naval Actions** have been praised by historians, book reviewers and grateful readers.

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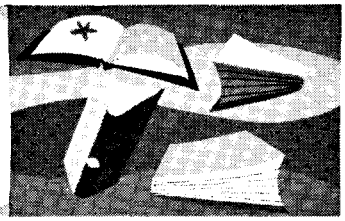
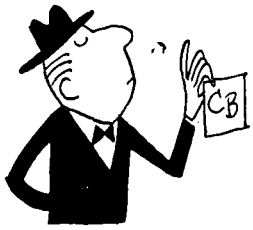


IT'S ALWAYS INTERESTING to look into what Madison Avenue is doing. One of its recent products is an advertisement for Carte Blanche, the credit card people, with the headline: MONEY, CREDIT



CARDS, AND YOUR STANDING IN THE COMMUNITY. It goes on to suggest that Carte Blanche holders are given "instant prestige acceptance," leaving holders of all the other credit cards smarting with inferiority. Just what counterattacks American Express and the Diners' Club are going to make in the status race remains to be seen. Meanwhile, we'll continue to go sneaking around our community, cringing and bereft of status.

WHEN IT COMES TO GRAMMAR, Madison Avenue seldom takes any steps to correct its sins. Reader Brooks Kleber claims that he has been waiting in vain for a major attack on the slogan makers and their vices. "Winston tastes good like a cigarette should" continues to imperil the air waves and the printed pages. It's not only the *like* instead of *as* that bothers the ear. It seems that "Winstons taste good . . ." would be more in order than the singular form. What's more, as Mr. Kleber points out, the slogan "More people smoke Camels than any other cigarette" is pretty far off base, too. "At least they can compare like things," Mr. Kleber writes. "Obviously, the sentence should read: 'People smoke more Camels than any other cigarette.' But who is proud of that anyway these days?"

IT'S NOT A FAR JUMP from Madison Avenue to the Fourth Estate, whe there is considerable activity to repo Reader Margaret Park sends us a headline from the Memphis *Commercial Appeal* regarding a story about local beer permits. The headline: JUDGE SITS ON EXPLOSIVE BEER CASE.

Reader Ron Policy sends us a clipping from the Akron *Beacon Journal,* which points out that the U. S. Bureau of Printing and Engraving made a typographical error in several thousand $1 bills. The story quotes a Bureau Director as saying: "A very tragic erros."

The Kalamazoo *Gazette* is not without its problems. Reader Rita Hardy sends us a want ad clipped from that paper. It is asking for a registered nurse. "To work in nursing home," the ad reads. "Good wakes."

From Florida State University, Marie Williams sends us a copy of the school bulletin, which includes a classified ad reading: "WANTED: Small green frogs such as are found on widows at night. Call Dept. of Biological Sciences."

Meanwhile, Bruce Fessenden of Harrisburg, Pennsylvania, writes to remind us of a journalistic game with apparently endless possibilities. It's a list of self-introductions as practiced by would-b news reporters:

"I'm Brown, from the *Sun.*"
"I'm Cutt, from the *Blade.*"
"I'm Alice, from the *Mirror.*"
"I'm Justice, from the *Tribune.*"
"I'm Tied, from the *Post.*"

The list can probably go on forever.

THERE'S A GOOD DEAL OF ACTIVITY in the world of Shakespeare these days. The New American Library is launching a brand new series of paperbacks, the first of which include *King Lear, Macbeth, Othello, Richard II,* and *A*

Winter's Tale. Edited by prominent scholars, they are outstanding examples of paperback typography.

Not to be left behind, the American Shakespeare Festival Theatre in Stratford, Connecticut, is stealing a fe ideas from P. T. Barnum to make su its most successful season to date continues at high tide. The theatre has designed and equipped a Volkswagen bus with a radiotelephone to serve as probably the first mobile ticket office in theatre history. Plans are also in the works to parade an elephant along the

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Paperback Poetry

THE MUSES' LIBRARY

The most popular volumes from The Muses' Library, described as "a series of volumes of poetry long in years and high in reputation," are now being made available in convenient, inexpensive paperbacks. Five well-printed pocket-size books are now available, each with an excellent detailed critical introduction. Additional volumes will follow.

THE POEMS of BEN JONSON edited with an Introduction by George Burke Johnston $1.55

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1913 HARVARD
1963 UNIVERSITY PRESS
Cambridge 38, Mass.

streets of New York for further publicity.

SHAKESPEARE WAS NEVER ONE to ignore a pun, and his tradition is still hearty and active. Reader Anna Chapman claims that her choir practice fell apart recently because the singers were all at sixths and sevenths. And reader Allan Kalmus tells us about a friend of his in the numbers game who was dressed to the nines, was all at sixes and sevens, and was constantly behind the eight ball.

Professor Henry Malone of Georgia State University writes to tell us that one Shakespeare fan planned to bake a batch of cakes with Shakespeare quotes on the icing, set in Old English type. "It won't work," his wife told him. "We can't have archaic and eat it, too."

PUBLISHING ACTIVITY continues unabated. Grove Press reports that it received a letter from a reader who had just finished reading *Jou Pu Tuan,* the recently published seventeenth-century erotic classic. Said the letter: "This

book took me into so many Chinese boudoirs that I began to feel like a Peking Tom."

Fred Kerner, of the Fawcett World Library, tells us that one of his authors has invented a modernized plot for an adult Western. In this version, the outlaws beat the stage coach rap, but the withholding tax makes them live in abject poverty.

Novelist Al Morgan, producer of NBC-TV's *Today* show, who has just sold the motion picture rights to his latest book, *The Six-Eleven,* says of *Cleopatra*: "It's the worst four pictures I've ever seen." —JOHN G. FULLER.

SOLUTION TO LAST WEEK'S KINGSLEY DOUBLE-CROSTIC (No. 1536)

PRISCILLA B. WOOD:
ON LEISURE
(Letter to *Saturday Review*
June 15, 1963)

We are told that the leisure available to everyone will soon be vastly increased. . . . Aristotle's claim that "a society unprepared for leisure will degenerate in prosperous times" sounds foreign to us, yet is this not already happening?

Chess Corner—No. 86

THE printed moves of a chess game tell only a fraction of what went on in the minds of the antagonists. Myriad variations, sound and puerile, brilliant and hairsplitting, are considered by the players.

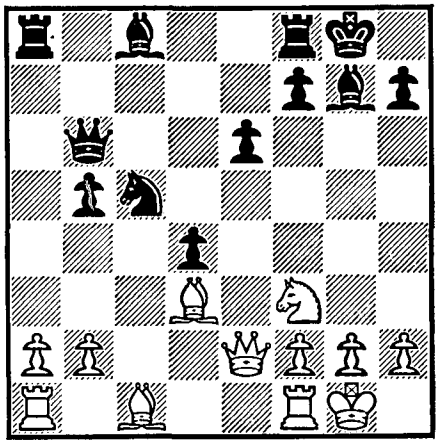
The stream-of-consciousness technique, used in writing fiction, could undoubtedly build up the drama of the situation that unfolds at White's 16th turn in the following game.

Did Alexander Kotov, the Soviet grandmaster, invite the stock sacrifice that followed? Or was he completely taken by surprise? Since Black's 15th was not mandatory, it seems to imply inveigling or daring.

Be that as it may, Cenek Kottnauer of Czechoslovakia would not be dissuaded. And his intuition was infallible. When he played 27 Q-R8 (threatening 28 Q-B8ch), there was no saving move. For 27 . . . K-Q3 fails on 28 RxBch, KxR 29 Q-R6ch, winning the Queen.

QUEEN PAWN GAME

	Kottnauer White	Kotov Black		Kottnauer White	Kotov Black
1	P-QB4	P-K3	8	B-Q3	P-QR3
2	P-Q4	P-Q4	9	P-K4	P-B4
3	N-QB3	P-B3	10	P-K5	PxP
4	N-B3	N-B3	11	NxNP	PxN
5	P-K3	QN-Q2	12	PxN	Q-N3
6	B-Q3	PxP	13	PxP	BxP
7	BxBP	P-QN4	14	0-0	0-0
			15	Q-K2	N-B4



16	BxPch	KxB	22	KR-K1	B-Q2
17	N-N5ch	K-N3	23	P-N4	N-R3
18	Q-N4	P-B4	24	NxP	BxN
19	Q-N3	K-B3	25	QxBch	R-B2
20	B-B4	K-K2	26	B-N5ch	K-Q2
21	QR-B1	R-R2	27	Q-R8	Q-N1
			28	QxPch	Resigns

—AL HOROWITZ.

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Great Sopranos of Our Time

Maria Callas

Elisabeth Schwarzkopf

Birgit Nilsson

Victoria de los Angeles

Joan Sutherland

Regine Crespin

Angel

These, and all of Angel's Great Sopranos of Our Time albums, are specially priced this month. Reductions of 25% at participating dealers.

No less than six of the most glorious singers of our day are to be heard on a fabulous new Angel disk: Victoria de los Angeles, Maria Callas, Elisabeth Schwarzkopf, Regine Crespin, Birgit Nilsson and Joan Sutherland. Some of the most beloved, spine-tingling operatic arias of all time are here for your constant pleasure. But this is just an introduction to the Angel sorority of the great sopranos of our time. There are scores of other wondrous Angel albums in which great sopranos are heard at their most thrilling best. Your favorite dealer has them on prominent display this month.

In addition to this new release, Angel album (S) 36135, you may want to hear Schwarzkopf sing in *Der Rosenkavalier* (S) 3563 D/L, or with Sutherland in *Don Giovanni* (S) 3605 D/L. And, in Angel album 3508 B/L, Callas sings in Puccini's *Tosca*. Victoria de los Angeles is *Madame Butterfly* in Angel's (S) 3604 C/L, and she sings *Carmen* in (S) 3613 C/L. Birgit Nilsson sings Beethoven, Weber and Mozart in Angel album (S) 35719. And Regine Crespin is The Voice of Wagner on (S) 35832.

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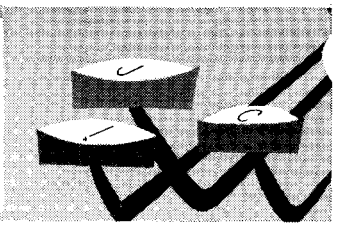


AIRLINES NOTES: I stopped by the local travel agency to pick up an airline ticket for Washington, D.C., and since I was not sure when I should be able to leave, I made it an open ticket for the Newark-to-Washington shuttle. The ticket was promptly delivered for $30 (round trip), along with some information that seemed almost to make sense on first hearing, but that has glowed and quivered with a mystical light (or at least a suggestion of fox fire) ever since. "Leaves every two hours on the odd half-hour," he recited. "After 7:59 P.M. or any time Saturday, or before 12:58 P.M. on Sunday you will be given a $3 rebate in each direction."

Nothing, I submit, is simple. Not since the old horse died.

I had hardly made it to Washington (still muttering "every two hours on the odd half-hour, dum-diddle-dum diddle-dum-dum-dee") when a fellow passenger waiting beside me by the baggage-banger showed me a schedule of flights in and out of Dulles airport. A number of the flights, it turned out, were scheduled to leave before they arrived.

No, it was no error. At Dulles you go to and from your plane in mobile lounges. The schedule gave the times at which the mobile lounges, not the airplanes as in the old days, arrived at and left the terminal, and the engineers of such things obviously have them set to cross on the ramp.

Dum-diddle-dum diddle-dum-dum-dee.

MUSE: The dums, the diddles, and the dees of this world's flying cadences still in my head (having survived even three days in federal perigee), I cannot resist running in a poem, pausing only to add that any resemblance to any person alive or dead (or both) will certainly surprise no one.

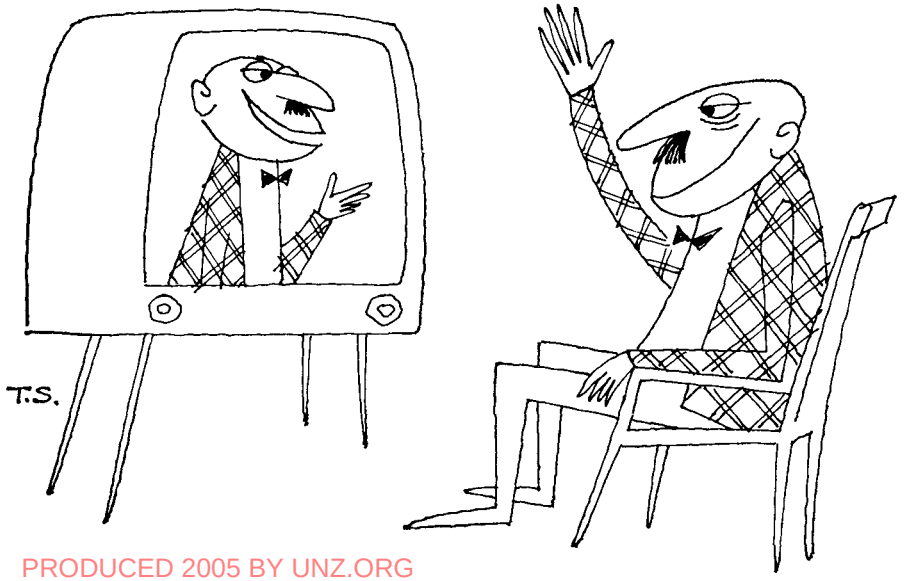
BIOGRAPHY

By pretending even to
his own gestures in the glass,
a shuffling lecher I once knew
satisfied himself that Was
and Was-Not really were the same,
if only to her bed he came.

She, in some revulsion, fled
spouting virtue by the reel.
So he did not make her bed.
And she herself began to feel
not that *he* was a pale worm
but that *her virtue* had stood firm.

Till a loafer with a lilt
but with sad dogs in his eyes
managed, in an hour, to tilt—
and with no sense of surprise—
all on which she had expended
so much prose, and all so
splendid.

So pretending that their lies
when they whispered them in bed,



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Look who's doing Double-Crostics!

DOUBLE-CROSTICS, Series 50, by Doris Nash Wortman, is just published. In celebration of this golden anniversary book of America's favorite literary puzzles, here are some comments from devoted solvers. They will give you an inkling of the tantalizing joys and lasting rewards of Double-Crosticking.

Cornelia Otis Skinner:

"As you know I am a Double-Crostics fan, especially a fan of Mrs. Wortman whose Double-Crostics have caused me more frustration, delight, fury and rewarding satisfaction than any other form of mental gymnastics I know."

Ogden Nash:

"After some thirty years of mingled frustration and fascination I am a more ardent fan than ever."

Suzy Parker:

was introduced to Double-Crostics at under age by one of my suitors, a confirmed addict. And the reason I am planning to marry soon is that I've met a man who is confident enough to do the puzzles in ink. So please tell Mrs. Wortman that she is grounds for compatibility."

Marc Connelly:

"Thirty years ago I became an insatiable Double-Crostician. When Elizabeth Kingsley announced her intention to retire, I didn't think any successor could possibly take her place. For several years now Doris Nash Wortman has been putting me in mine, and I am happily reconciled to eating my words as I continue meeting the challenge to identify hers."

John D. J. Moore,

Vice President, W. R. Grace & Company:

"Some people measure their affection for Double-Crostics in terms of hours spent on them. I travel about 100,000 miles per year in Europe and South America and I measure my regard for DC's in thousands of miles instead. For over two decades they have been my constant companions and I enjoy DC friendships from Chicago, Chile to Tokyo via London. ... present jet speeds I refer to them as 1000 milers, 2000 milers, etc."

Henry Morgan:

"One DC is more entertaining than a year of TV."

Frank Sullivan:

"The book-form DC's have been a great force in strengthening my character. Restraining myself from looking up the answers in the back of the book has developed a will power that has made a man of me. You might be interested to know that the DC appeal is to a much wider audience than elderly fellows like myself. At a local restaurant, a few nights ago, two of the most beautiful blonde skiers I ever saw came in with a boyfriend, sat at a table near me, and immediately became so lost in the current Saturday Review DC that they almost forgot to drink the Martinis they had ordered."

Elmer Rice:

"You are quite right in assuming that I am a DC fan. What is more, I am quite stuffy about my proficiency. I have done literally thousands of them. So far, I have yet to be stumped."

Mary Ellen Chase:

"I'm deeply sorry for anyone in this world who doesn't adore doing, or *trying* to do, Mrs. Wortman's Double-Crostics. She's given me more truly wonderful hours than anyone else has ever given me. And more mental exercise, too."

Pyke Johnson, Jr.,

Editor-in-Chief, Anchor Books:

"Let others have their mysteries, their science fiction, their westerns, even (God save us all) their television. For me the most satisfactory form of escape has always been into Double-Crostics."

Virgilia Peterson:

"Double-Crostics have been my refuge. And on vacations, they come next after the sun in the order of my delight."

The Rev. Bernard C. Newman,

Vicar, Trinity Church, New York:

"Each of Mrs. Wortman's books gives many occasions of pleasure, often of excitement. The game of solving Double-Crostics, like conversation with stimulating friends, means the fun of associating ideas as well as experience in new ways."

Marshall Best,

Viking Press:

"I am indeed a Double-Crostic fan and have been since Elizabeth Kingsley started them, way back when. I am constantly surprised to find how well their interest holds up after all these years, and how many good new words they continue to yield."

Adela Rogers St. John:

"I began Double-Crostics with Book One. From that day up to now, they have given me real joy, excitement, and mental stimulation. Over and over, the final quotation, a reward of your work which no other puzzles seem to offer, has been worthwhile. I've never had a good Double-Crostic fail me."

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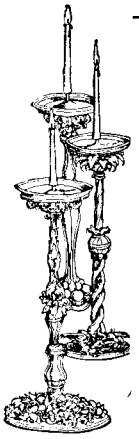

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like the sad dogs in his eyes,
like the cobwebs in her head,
were a truth that could be told,
they kept each other from the
cold.

He, both talented and trained,
told his lies round as the psalms.
When he left her, she remained
busy trying various qualms
for a while, then ever after
found such lies as sweet as
laughter.

And laughed through her remaining life
well enough for a reward.
She was seven times a wife
without being (really) bored.
For when she had no husband near
she inclined to share her cheer

with various very stoutly built
loafers with an easy lilt,
and all the tears she ever spilt
were that the best of them would
wilt
while she was still inclined to tilt.
So much for the sense of guilt.

NOTES FROM THE MONSTER DEN: Myra (yes, my daughter, the little smartie-pants) came home from the library with a book of mathematical puzzles, and having tricked me into admitting that I had studied mathematics at school, gave me the following series of numbers with instructions to determine in what order they occurred.

8, 5, 4, 9, 1, 7, 6, 3, 2, 0

Two hours later as she was heading for bed ("No, don't tell me: I'll figure it out!") she came by, gave me a suspiciously sweet goodnight kiss, and slipped me the following note:

Dear Daddy:

Eight
Five
Four
Nine
One
Seven
Six
Three
Two
Zero

They are arranged in alphabetical order. Goodnight, Einstein.

Love,

Myra

Whereupon I skulked up to my study without a diddle left to my dum and got (partly) rid of some attitudes by answering some mail (q.v.).

MAILBAG: Letter to various parents of various bright-eyed juveniles variously

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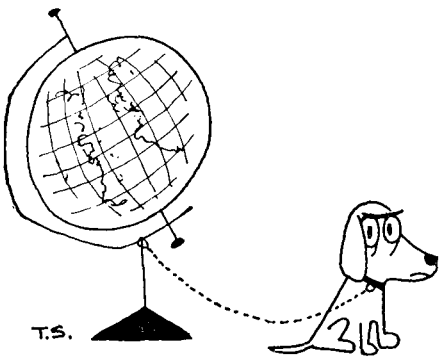
committing unpoetry to the unvarying blight of aforesaid parents who thereupon submit aforesaid unpoems in various conditions of great expectation to yours belowsaid:

Dear Parent:
I have three of my own. Isn't it sickening what they will come up with on the least encouragement?
Yours in sympathy.



ANIMAL SOUP: I have not yet seen *Mondo Cane* but I have been hearing enticing things about the film and it now stands high on the list of things to do soon. I especially want to see the turtles Brock Brower was telling me about at Bread Loaf a few weeks back. It seems (as so I understand, or as so I garble the anecdote) that the enormous sea turtles that lay their eggs on one of the remote Pacific islands have had their instincts short-circuited by the effects of the Bikini bomb tests. They still come out of the ocean in season to lay their eggs. But then, instead of returning to the cool sea as they have done since the beginning, they move inland, to what was described to me as a desert waste. Whatever it is that ticks their altered mechanisms inland, also ticks them to a ghastly death, for (or so I am told) the direct rays of the sun proceed to casserole them in their own homegrown tureens.

Accurate or inaccurate, the account makes for a grim sort of rites of spring and one too symbolically charged to ignore. I wonder if all of us are not in some part like those turtles, simmering to soup inside our own armor plate, cooked by what we developed to be our defense against the old-fashioned teeth of the cruising shark.

What comes to mind is a line from Ginsberg's "Howl"—or rather what I remember the line as being:

> Who in a dream of the vegetable kingdom threw themselves under the meat trucks and awoke in the total animal soup of time.

I am sure that is not really the way the original line goes, but then it is hard to rewrite any Ginsberg line without improving it. Dum-diddle-dum diddle-dum-dum-dee.

—John Ciardi.

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SR's Check List of Current Books

Art, Architecture

AN ALBUM OF MAYA ARCHITECTURE. By Tatiana Proskouriakoff. Univ. of Oklahoma Press. $7.95.

AMERICAN POSTER 1963. Edited by Jack Armon. Art Directors Club of Chicago-Farrar, Straus. $10.

COMMUNITY AND PRIVACY: Toward a New Architecture of Humanism. By Serge Shermayeff and Christopher Alexander. $5.95.

PATRONS AND PAINTERS. By Francis Haskell. Knopf. $15.

Current Affairs

BRAZIL ON THE MOVE. By John Dos Passos. Doubleday. $3.95.

I WILL STILL BE MOVED. Edited by Dan Jacobson. Quadrangle. $3.95.

LAW IN JAPAN: The Legal Order in a Changing Society. Edited by Arthur Taylor von Mehren. Harvard Univ. Press. $15.

MALAYA. By J. M. Gullick. Praeger. $6.95.

THE NEW COLD WAR: Moscow v. Pekin. By Edward Crankshaw. Penguin. Paperback, 65¢.

RELIGION AND NATIONALISM IN SOUTHEAST ASIA: Burma, Indonesia, and the Philippines. By Fred R. von der Mehden. Univ. of Wisconsin Press. $5.

Drama

THE BEAUTY PART. By S. J. Perelman. Simon & Schuster. $3.50.

DIME A DOZEN and STRUTS AND FRETS. By Julius Monk. Random House. $4.95.

THREE PLAYS: Tiger at the Gates, Duel of Angels, Judith. By Jean Giraudoux. Translated by Christopher Fry. Oxford Univ. Press. $5.

Education

THE EDUCATION OF AMERICAN TEACHERS. By James B. Conant. McGraw-Hill. $5.

Essays

PASSWORDS: Places, Poems, Preoccupations. By Alastair Reid. Atlantic-Little, Brown. $5.

PATHS OF AMERICAN THOUGHT. Edited by Arthur M. Schlesinger, Jr., and Morton White. Houghton Mifflin. $8.50.

A STRESS ANALYSIS OF A STRAPLESS EVENING GOWN and Other Essays for a Scientific Age. Edited by Robert A. Baker. Prentice-Hall. $3.95.

Fiction

BESIEGER OF CITIES. By Alfred Duggan. Pantheon. $4.95.

THE BEST AMERICAN SHORT STORIES 1963. Edited by Martha Foley and David Burnett. Houghton Mifflin. $5.50.

BLACK CLOUD, WHITE CLOUD. By Ellen Douglas. Houghton Mifflin. $4.

THE BLUEBOTTLE. By Valeriy Tarsis. Knopf. $4.50.

BUDAPEST AA338. By Stephen Vajda. Doubleday. $3.95.

THE COMPLETE BOOK OF CLAUDIA. By Rose Franken. Doubleday. $8.95.

THE DAUNTLESS AND THE DREAMERS. By Frederick and Frank Goshe. Barnes. $4.95.

DINGO. By Mary Patchett. Doubleday. $3.50.

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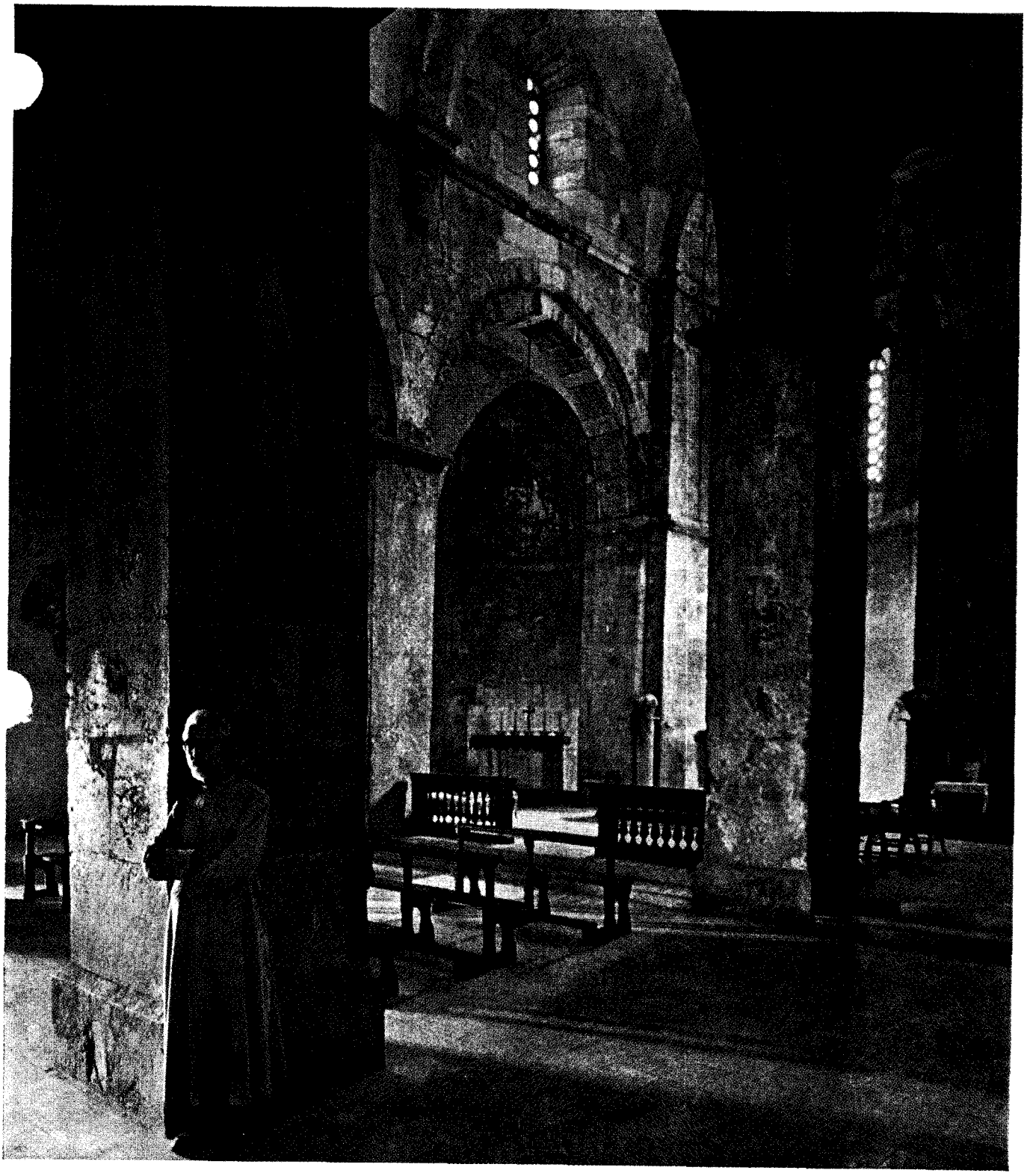

Elliot Erwitt

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"Send me a man who reads!"

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Saturday Review
September 21, 1963

MEN, APES, AND TERMITES

Look to the termite, advises an eminent author and naturalist; it offers a preview of the bugs and bugaboos in the "benevolent brainwashing" that would substitute instinct for intelligence.

By JOSEPH WOOD KRUTCH

"WE ARE, in fact, anthropoid apes trying to live like termites, and, as any philosophical observer can attest, not doing too well at it."

So wrote the late distinguished anthropologist Ralph Linton, and with true scientific attachment stopped there. Whether wisdom dictates that we should solve the problem by returning to the ape or by going further in the direction of the termite he does not say. And neither does he offer a *tertium quid*.

For the moment this caution is irrelevant. I cite him only as one example of the fact that the vision of mankind's ultimate fate as possibly that of a faceless horde united in a brainlessly efficient society does continue to turn up frequently even though it is now a cliché of science fiction and other versions of anti-Utopia.

Earlier moralists thought rather well of ants, from the time of Solomon and the legendary Aesop at least down to La Fontaine. When we first turned against this supposedly admirable insect I do not know, but sometime during the nineteenth century the tide did turn. The ant's prudence, cooperativeness, and complete devotion to the greatest good of the greatest number began to seem excessive; and it was not the sluggard but the intellectual who was advised to "go to the ant"—to be warned rather than to become wise.

The only recent example I know of a survival of the former attitude was supplied by a certain famous astronomer whose hobby is the social insects and who remarked to one of my friends something like this. "Los Angeles has appealed to me for advice on the best way of fighting the Argentine ant. Now I have a good deal of admiration for that insect. It is industrious, peaceful, and socially disciplined. I can't say that I have much admiration for the people of Los Angeles. And so, between you and me, I did not give them my best advice." Still, though Los Angeles now seems to be the American city least admired except by the film-struck and a certain number of its own inhabitants, I doubt that even this waggish astronomer would really prefer the Argentine ant to the Los Angelians.

In recent years prophets have been more fertile in imagining possible dooms than possible salvation and those who specialize in the vision of men-like-ants have cited a variety of causes and symptoms supposed to be preparing or signalizing that fate. These include the welfare state that destroys initiative; the passion for conformity; and even the simple fact that our greatest cities would, from a moderate altitude, look much like anthills at this very moment.

None of these tendencies or symptoms seems to me to indicate very clearly the real process by which man might become more like termites than like men—or even like apes. What I propose (if the reader doesn't think all this hopelessly *vieux jeu*) is to take the whole thing with a certain degree of seriousness as a kind of allegory (even if it is not a literal description) of something which might possibly happen and to come up with a suggestion concerning just where a real threat lies—a threat close enough to be worth considering as possibly operative in the not unimaginably distant future.

Let us begin with a look at what Professor Linton's termites are really like. They aren't ants, of course, and they have been around many millions of years longer. Their characteristics represent a development so much further advanced in a similar direction that an ant might say (if he had any brains), "Let us pause and take thought lest the free and abundant life of our species disappear and we become more like termites than we ants want to be."

Man, so the anthropologists and the paleontologists tell us, has been a social animal for less than 1,000,000 years; ants, bees, and wasps for about 70,000,000; the termites for something like 200,000,000. That certainly suggests that all these insects have had vastly more experience than we with social organization and cooperation; also, that in all of them the effect has been to move steadily in the same direction, with the result that they have become, among other things, a conspicuous example of "the survival of the fittest"—though to avoid semantic confusion, we had better remind ourselves that this misleading phrase really has no content. If you ask "Fit for

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what?" the only answer is "Why, fit to survive" and the statement then comes down to mere tautology: "Those survive who survive."

The ant, by comparison with the termite, leads a free and spacious life. Many species are not completely blind; he has elbow room, he walks over the open spaces, he sees something of the world, and he breathes fresh air. On the other hand, the vast majority of individual termites belonging to the most highly evolved species never leave their crowded fortress city, could not see anything if they did, spend their entire existence in the narrow chambers and narrower tunnels of a labyrinth where they were born and where they breathe perpetually the damp, carbon dioxide-heavy atmosphere and dread more than anything else being compelled to leave it, even for an instant. The lives of certain human city dwellers who spend their days in air-conditioned offices, pass from them through tunnels of the subway to narrow chambers in some housing development may seem remotely analogous. But the analogy is still pretty remote.

Within one of the termite's closed cities there is only one imperative, "the greatest good of the greatest number," and that is not a conviction but a built-in response as the result of which, for instance, "a soldier"—dependably and without the least hesitation—sacrifices his life in defense of his fellows. Some of the metaphysicians of the Soviet Union have discussed the meaning of freedom in a way which seems to say that the only true and perfect freedom consists in no longer wanting to be free; termites have reached that state—or perhaps have gone a little beyond it. They do not want anything. They merely react as they have reacted for millions of years.

Termites entered the popular imagination some years ago through Maeterlinck's secondhand account, to which he added mystical overtones suggesting that the termite community was governed by some sort of communal overSoul. The more usual view of the biologist is that they are actually nearer mere machines than even the less highly developed insects or than, in all probability, they themselves were in the very long ago before they took the road that has led them to a brainless and merely unconscious efficiency.

The recent but standard account of one of the most highly developed species is entitled *Dwellers in Darkness* and is based on an original study by the entomologist F. H. Skaif. It emphasizes what is to us the horror of the termites' existence. Like those survivors of atomic catastrophe described in science fiction as confined to their "shelter," the termites are compelled to pass their entire existence in the Stygian darkness of their fortresses because to venture out would be to meet immediate death, either by desiccation or by falling victim to marauding ants. The food problem they have solved by living exclusively upon decayed vegetation and by practicing an extreme form of the injunction "Waste not, want not." In fact those now struggling with the problem of life on a long-distance space ship might take a hint from the termites' solution of a similar problem. "If you think for a moment, you will realize that the sewage problem inside the densely crowded community must be a difficult one and the insects have solved it in a bizarre but efficient manner. . . . the food passes through the alimentary canal of several individuals until all the nourishment has been extracted from it and only a dark-colored sticky paste [used as a building material] remains. . . . In this city of endless night the inhabitants shed their skins six or seven times as they grow up and the narrow corridors would soon be choked with these empty husks if they were not disposed of in some way or other. The termites get rid of them by eating them. . . . It is the same with their method of disposing of the dead. A cemetery is not needed inside the crowded fortress because the dead are eaten by the living."

IF you can forget some of these and other similar practices that are somewhat repulsive to us, and consider only the abstract characteristics of termite society, it does seem often to approximate the ideal of certain Utopians. There is no selfishness, and only the welfare of the community counts. There is no competition, only cooperation; no struggle for individual wealth, superiority, or status. And the state (if you imagine that it ever existed) has indeed withered away. No laws are necessary because no one would do anything a law might exist to prevent. And though this is so far from being a classless society that there are many classes among certain species of ants and bees, no one is interested in social mobility because each, like the citizens of Aldous Huxley's *Brave New World*, accepts with perfect docility the role assigned him. In fact there is only one respect in which this brave world is different from Huxley's. In the latter, reproduction was controlled but sexual activity was abundantly open to all. The termites have adopted a more direct Draconian system. "About 95 per cent of the inhabitants of a termitary are workers. These are males and females that have not developed fully and their sexual organs are vestigal and useless. As their sexual organs do not function, the workers are denied the privilege of parenthood and they know nothing of the distractions of sex."

Nevertheless, to quote Skaif again: "Apart from microorganisms, termites are far and away the most numerous of living creatures in Africa and they teem almost everywhere in the soil. It may be said that they own Africa in a truer sense than do the human inhabitants, that they were here long before man arrived and that they will probably be here long after he, through his folly, has gone." Harvard University's Professor B. F. Skinner has maintained that the only criterion to be applied in judging the desirability or undesirability of any institution or act is simply the question whether or not it will make it more probable that the society which encourages it "will be here tomorrow." By that test the termite society is triumphantly successful.

In any case, survival alone seems to be indeed the termites' only success. Though their way of life is the most elaborate known to any creature except man himself, they know neither joy nor sorrow. In all probability they are not conscious at all. They weigh no questions, they make no choices. They live but they are not aware of living. The adventure of life has reached a dead end. They have come almost the full circle from the inanimate mechanism back again to something hardly distinguishable from the mechanical.

Most of us would not like to think that even in the remote future Professor Linton's paradox of the apes trying to live like termites would resolve itself

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in any fashion even remotely analogous, and if we take the possibility as in any sense serious we might ask ourselves how the termites got that way and whether or not there is any lesson to be learned from them.

HENRI FABRE was convinced that the answer was simple: it is merely that God had chosen to give them nearly infallible instincts instead of blundering brains. Modern biologists have of course only theories. But some of these theories are at least suggestive. No creature except man, so some of them insist, ever rested his hope of survival on his ability to foresee and choose rather than upon instinct and its inherited pattern of behavior fixed by natural selection. Yet even biologists who make such an absolute distinction between man and the other animals admit that there is also a difference in the degree to which instinctive behavior in other animals is fixed and not capable of modification by any novelty in the situation to be met. We may refuse to call it intelligence, but a cat, a dog, or any other mammal does not respond to a given situation with quite the same predictable, unvarying behavior as the termite or even the ant.

Somewhere, very far back in time, one group of primitive creatures took one road and another group took a different one. The group out of which the insects developed came to depend more and more upon fixed, instinctive habits; the other more and more upon the ability to change, to become to some degree aware of the why and the whether of a given response to a given situation. In man instinct finally came to play a relatively minor role; awareness and the possibility of choice major ones.

By certain criteria the reliance upon instinct worked better and sooner. The termites had a real society two hundred million years before man and (as geological time goes) almost as long as that before the earliest mammals began to show signs that they, too, might be conspicuously "successful." And though even today man himself cannot be said to have solved the problem of survival as successfully as various insects have, he somehow perversely prefers his relative failure to their success. He would rather be conscious of that failure than enjoy their unconscious success. He may even agree with Aristotle that the ultimate value of life depends upon awareness and the power of contemplation rather than upon mere survival.

JUST so long as he holds to that conviction he resists the tendency to move, however slowly, in the direction of the science fictionist's ultimate horror—men like termites rather than men like gods. Is there any danger that he will change his mind and prefer the termites' kind of success?

Late in the nineteenth centur Thomas Henry Huxley made an extra ordinary statement: "If some great power would agree to make me always think what is true and do what is right, on condition of being turned into a sort of clock and wound up every morning before I got out of bed, I should instantly close with the offer."

Few statements have ever struck me as more shocking. Huxley seemed to be saying that he would, if he could, be a termite rather than a man. And if we have started or ever will start down the road that leads in the direction of living more like termites than like men (or even than like apes) it would be because we have not only made Huxley's choice but found out ways to make that choice open to us.

We can control population if we really want to. The welfare state is not a threat if we define welfare properly. We can resist universal conformity if we really believe that individuality is a good and refuse to go along with those who insist that the mere individual should always be sacrificed to the good of the greatest number. But once we really come to believe that men should be conditioned and manipulated into "doing what is right," we will have confessed that the remote ancestor of the insects rather than the remote ancestor of the mammals made the wiser choice.

It is at least a responsible guess, made by many students of evolution, that the termites must have once been (and that some insects still are) more intelligent than ants and termites now are; that their extraordinary (and extraordinarily successful) way of life must have evolved in creatures less mechanical than they and that consciousness as well as the power to vary conduct within some limits faded as their way of life made them more and more perfectly "fit to survive" while thousands of other freer creatures disappeared from the earth.

If anything like that happened to them it is not wholly absurd to believe that something similar might happen to man; that as he learned more and more how to predict and to determine human conduct, the race of men would become less and less intelligent at the same time as it became more and more "fit to survive"—though less and less fit for any of the things that man has long supposed to be the basis of his claim to be the highest of the animals.

Once when James Boswell and Dr. Johnson were discussing Boswell's greatest weakness—drink—Boswell said it was strange that a man should make a beast of himself. The Doctor

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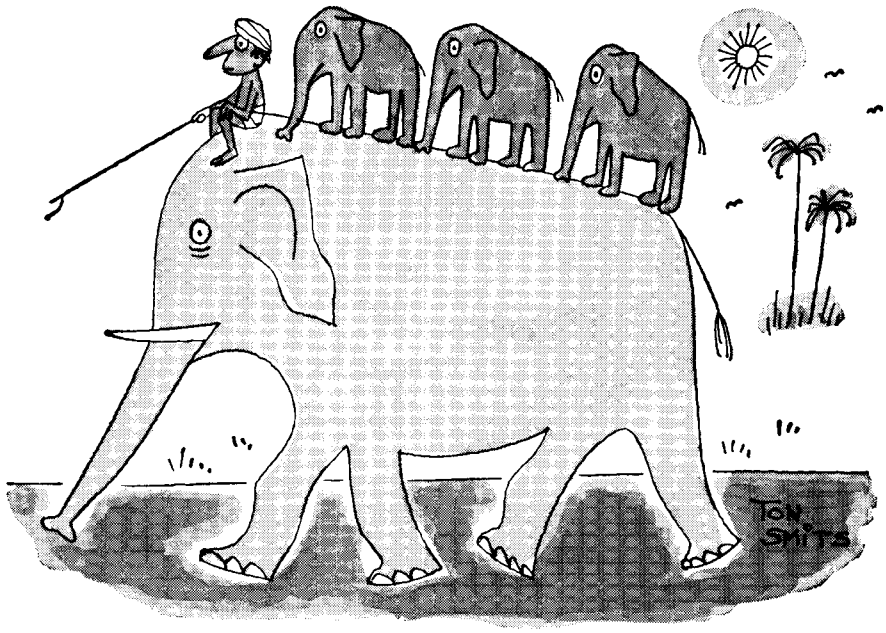
replied that it was not strange because "he who makes a beast of himself gets rid of the pain of being a man." Thomas Henry Huxley seemed to be saying that he would be willing to make a machine of himself to get rid of that same pain. Are there any today who would make the same choice and are there others, more dangerous perhaps, who—without quite facing the implication of their proposals—are moving in the same direction?

Let us first take an example of the extreme position. Here I return to Professor Skinner, whom I take as a kind of whipping horse because he is so eminent, so able, so clear, and so absolute. A few years ago I took part in a panel discussion with him in which "survival" as the ultimate value was discussed. Here is a short excerpt from a transcript of the discussion:

"MR. KRUTCH: Supposing you should come to the conclusion, as the result of your investigations, that the healthiest and most enduring society was composed of creatures whose responses had become so automatically perfect that consciousness was no longer necessary and would disappear, would you consider this eternally surviving group of unconsciously functioning organisms a result you would envisage with equanimity and pleasure?

"MR. SKINNER: Yes, I would envisage that result with pleasure; but what I would not is the condition in which that would be the case." [I include the second clause of this reply for the sake of fairness though I do not think I understand what it means.]

IN Professor Skinner's striking Utopia, which he published under the title *Walden II*, the citizens of his ideal commonwealth have not ceased to be conscious but they have been so benignly conditioned to automatically right attitudes and responses that consciousness seems to perform no function other than, perhaps, to give them the satisfaction of feeling that they are still in some sense living creatures rather than machines. This situation has been created by a technician who has completely mastered the "behavioral sciences" and, as the raisonneur of *Walden II* points out, the lesson is simply this: what is commonly called education is too slow a process and too uncertain in its results. Instead of trying to teach men to reason and make conscious choices, we must bypass all such processes (which probably are only epiphenomena anyway) and concentrate upon direct conditioning. In his Utopia men behave in a fashion we are accustomed to call reasonable, not



because they reason but because they do not; because their automatic responses are the right ones—as they also are in a termite colony.

Now Professor Skinner is an extremist and a very logical one. I doubt that very many of those who tell us that the hope of mankind lies in the development of "the behavioral sciences" would actually face, as he does, the logical conclusion to be drawn from that premise. But just in so far as we do place our faith in the behavioral sciences rather than in education, reason, and philosophy, we are getting dangerously close to the crossroads where the insects took one road and the ancestors of the mammals took another. It might not (at least in anything less than many millions of years) conduct us to a termite colony and the kind of life led in it, but it might well lead us to a society of the sort you find described in a science fiction nightmare.

THE concept of the behavioral sciences seems at first glance an innocent, even a hopeful, thing. But what it often seems to mean comes closer and closer to the methods by which Walden II came into being. The line between conditioning and what we call brainwashing (when it is practiced by those of whom we disapprove) is narrow and dim. We are indignant at advertisers who invent methods of determining just what insidious notes to sound in order to awaken the wish to own and the desire to be envied; just how to create desires that didn't exist before and probably shouldn't exist now. But the advertiser is only a minor annoyance compared with those who use the same techniques to shape the individual and his society even though it is (as they say) with the best of intentions.

How real are individuality, reason, and the power to evaluate and choose? Not real at all, say the Skinners, who are very positive that a determinism as rigid as John Calvin's rules the universe. Relatively weak and easily misled, say others not quite so absolute in their convictions that we are less free agents than merely "the product of forces." Just how free and unfree we are I do not pretend to know. What I do know is that man became civilized man by believing that reason and the power to choose are to some extent real and that they can be cultivated. The more a man or a society attempted to depend upon them, the more human the human being, and the more worthy of human beings his society became.

I do not want to be a termite, to be wound up like a clock, or to live in a Walden II. I hope that the species to which I am proud to belong will not come to be so obsessed with survival and efficiency that it forgets what makes survival and efficiency worthwhile and, to me at least, that includes a chance to be intelligent and aware.

Do more and more men refuse to share my preferences? Do more and more of them want to be wound up like clocks and thus spared the pain as well as the rewards of being men? Or have they simply not sufficiently considered what putting one's trust in benevolent brainwashing must ultimately lead to?

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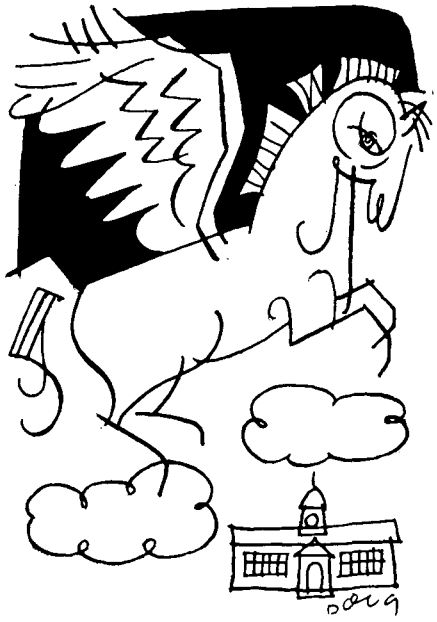
The Student Magazine Awards for 1963

By SHERMAN B. CHICKERING, *editor of The Moderator, a national student magazine.*

ON MOST college campuses, student literary magazines perform an important function: in their pages students can experiment with words or design and can see their work in print. But even though this function is provided for on most campuses, the magazine is frequently not taken seriously. It thus comes to suffer from a case of compounded neglect: the campus neglects the magazine, while the editors, glorying in their fugitive condition, neglect the campus.

Happily, however, this neglect is not an invariable malady. At Bennington College, for example, the student magazine is not only provided for but even taken seriously. During the past year the president of Bennington, William C. Fels, has personally directed a campaign for financial support of the magazine by writing to alumnae, parents, and friends of the school; college administrators offered clerical and public relations assistance; faculty members offered criticism, financial backing, and, in one case, a printing press; students provided editorial material and set up a workshop for recruiting and refining local literary talent. While all this activity is only part of the story, it helps account for the fact that the editors of Bennington's *Silo* have published a winner. Last spring, *Silo* took first place in the first annual national student literary magazine contest sponsored jointly by the U.S. National Student Association and *Saturday Review*.

The contest is actually one of four contests, three of which grow logically out of the first. For magazines as a whole there is a contest in which they compete, on the basis of excellence in both content and presentation, for a plaque and an award of $250. The other three contests consist of the selection of the best individual poem, short story, and nonfiction piece as submitted by each magazine editor from a year of publishing. All four contests, in their first year, attracted scores of entrants and proved to be time-consuming for the judges (who worked without remuneration). In the divisional contests, the entries were



judged by William Meredith, poet and member of the English Department at Connecticut College (poetry); George Plimpton, editor of the *Paris Review* (short story); Paul Pickrel, managing editor of the *Yale Review* (nonfiction). The best magazine was selected by three members of Yale University's English Department: Jay Martin, Richard Ruland, and Roger Salomon.

The Fall 1962 issue of *Silo* was chosen from among 170 other entries. The judges consider the magazine distinguished both for the quality of its contents and for the presentation as a whole. The various pieces in the magazine are characterized by individuality and variety, and the prose in particular is outstanding for its ambitious scope, professional treatment, indirection, and thematic maturity. Some thirty of the competing magazines are similarly endowed but fail to maintain a consistently high performance from cover to cover; in the Bennington magazine no piece falls short of the mark.

The magazine contains work chosen from several art media. Three engravings and a two-color, fold-out woodcut are inserted, all printed on "butcher paper." An original instrumental composition is stapled in as a glossy-paper booklet (the rest of the magazine is printed on a coarse, buff-colored newsprint). Completing the contents of the magazine are the works of four young poets and four writers. The cover is a rich green and the table of contents is printed boldly on it in black type.

The four prose pieces are worth close study. An essay entitled "Superman: The Last Archetypal Hero" treats in a mock-scholarly fashion the ways in which Superman (of comic book fame) answers to the various characteristics that have been associated with the folk hero throughout history. A short story told through the uncomprehending eyes of a child subtly unveils the dismembering of a "family" by the enforced return of the child's estranged mother to the place so lovingly filled by the father's mistress. Another story depicts the brutal treatment of a boy by his older brother, culminating in the boy's death, which is occasioned by a successful challenge of his brother's supremacy. The lead story, written by *Silo* co-editor Arlene Heyman, is a highly polished performance in which neithe the sex nor the age of the authores is apparent. The story deals with the spiritual and sexual impotency of a Spanish peasant who fails as a Jesuit and as a lover, and discovers a kind of salvation finally in the arms of a mother-figure. (Miss Heyman, the recipient of both a Fulbright and a Woodrow Wilson award, has received mention for her writing in *Mademoiselle* magazine).

The diligence of *Silo*'s editors constitutes the other part of the Bennington story. Miss Heyman and her co-editor, Jeanne Pavelle, revolutionized the magazine from the time they assumed control of it. Initiating a renaissance in the fall of last year, they revamped the staff structure, solicited campus-wide support, and eliminated advertising from the magazine so as to concentrate on what they believe to be the magazine's first function: to be a vehicle for the presentation of excellent work by undergraduates in all the arts. Encouraged by this activity, Bennington students, faculty, and administration joined ranks in support of the *Silo* staff. The result was a magazine reflective of both energetic editorship and a uniquely creative community experience.

Winner of the poetry contest, which had 130 other contestants, is Claire Halloran, a junior at Southern Connecticut State College in New Haven. Her group of winning poems, entitled "Six

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Poems," appeared in the February 1963 issue of *Crescent Review*. The contest administrators agreed with judge William Meredith that "Six Poems" deserved to win as a group, even though contest regulations called for single entries only (the poems are collected under a single title; one is subtitled).

The poems are all delicate, occasionally wry, paeans to the appropriate orderings of nature. Sometimes the young poet uses her observations on natural subjects to reflect on the human predicament, or turns a good-naturedly sardonic eye on human disorderings. William Meredith is struck most by the voice each poem projects. In all of the poems he finds a consistently individual mood, free of the imitative affectations common to young writers.

Claire Halloran has been working at poetry since she was fourteen. She credits her sister, who has won an honorable mention in an *Atlantic Monthly* fiction contest, with encouraging her earlier efforts and her faculty advisor, Walter Tevis (author of *The Hustlers*), with helping her develop a disciplined approach to the art. Tevis has been schooling her in the masters, of which Frost, Cummings, and Eliot are her favorites. She expects to teach after graduating.

Leonard Gardner, of Stockton, California, won the fiction contest in competition with more than ninety other entrants. His short story appeared in the Fall 1962 issue of San Francisco State College's *Transfer* magazine. Older than the other winners (he is twenty-nine), Gardner has had a varied academic and occupational background. He attended several colleges as an undergraduate, spent two years in the service, and just recently completed his M.A. in creative writing at San Francisco State under Herbert Wilner.

The story is entitled "Christ Has Returned to Earth and Preaches Here Nightly." The matter-of-fact title suggests the ironic overtones present throughout the piece. The title is also a statement by one of the incidental characters in the story, for Gardner includes two-bit evangelism among the numerous social phenomena worthy of artful satirization. Other objects of direct or indirect satire are signs and labels, formal education, super-patriotism, men's magazines, and the products of Hollywood and Detroit. The satire is not obtrusive, however, nor does it overpower the essentially tragic elements in each episode.

The tale concerns two 19-year-old California youths in search of erotic adventure. Spending most of the time behind the dashboard of a huge, pink, ornamented car, they fall prey to the seductions of the various image-building devices common to the society (the same ones satirized throughout the story). Thus ensnared, they are never able to enjoy the favors of a decadent divorcee in Stockton—the object of their travels. The opening paragraph sets the tone for the odyssey, introducing the ironic humor characteristic to Gardner's treatment of the theme:

> From the small, flat, hot, treeless, asphalted, valley town of Tracy, California—split by a six lane highway and surrounded by fields of sugar beets, alfalfa, and tomatoes—an enormous pink car one day departed by the eastern end without previously

(*Continued on page* 48)

Six Poems

By Claire Halloran

(Winner of the first-place poetry prize in the SR–U.S. National Student Association contest.)

now what we have here
are things like snow
and things like bone-joints
and things like smiles.
and we have clouds.
now don't you go messing up
those clouds.

•

let's sing a memorandum in memoriam
of all the lovely things with ugly sounds
let's think on hard and fast of paunchy aphids
and crusty ants who finger-open peonies

give a loving smile to the maggots
remember that one day they too will fly
and stroke a gentle stroke upon the beetle
whose back is smooth as finely woven glass

the toad's quick tongue, the serpent's belly
a pigeon's orange eye
there are many bones in a spider's foot
and many pigs in the sky.

•

Stretching their wings
They played arc-games
On the storm-wind
Mocking the airplanes
And mocking the ground
And laughing that some things
Take less than brains.

And high in the sky
Is a herd of balloons
Lost from some vendor
Some vague afternoon
When no one was watching
And still there they fly
With the secrets of moons.

•

1945

We knew even then that
Spring would be late
That this season's winter
Would hold tightly to its afternoon

And outside on the
Tree was a too big crow
Who left soon after he came.

He left in a hurry and
The branches swayed and we
Said he'd probably scratched all
The closed-up buds. Even though we knew.

It was inside by the stove that
We sat just as always. And it
Was just as always that someone had
To poke the fire that had ended.

There was not much reason to sit in
The kitchen and talk, though his
Hunting jacket hung on the hook, and twenty-eighth
Letter lay on the table. And it was just the beginning of a year.

•

heavily, nightly, as the moon
pulls the strings of the sea
and the sea sounds ebb
and the sand chokes down
the thick yellow foam
and there is beach
where there was once sea
a dozen snails
fall out of their shells
and into a world as deadly as noon
never meant as a place to flee
not any more than a spider's web
though perhaps a less obvious way to drown
simply by leaving the walls of home
and wandering off till they're out of reach
and turning back is impossibility
and going ahead will surely fail
leaving only the shell of the sea to tell.

•

Into the bright of the sun
Smiles the face of an earth-worn worm
Come lately from the underground
Having made a journey
From there to here
Successful and complete
One peck of dirt
Digested and deposited.

He wets his tiny smile
With a tiny tongue
And pulls one more segment
To rest upon the ground.

He has been about his father's business.
A trade centuries old
Now at the peak of perfection.

His body grows long in the pleasure.
The day is soon at hand
When the whole underground
Will be fertile.

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Just the Beginning

REFLECTIONS on the test-ban treaty:

The season of hope has begun. What kind of ultimate harvest is possible no one now knows. Moreover, it is too early to tell whether additional planting can be undertaken. But that is not important. What is important is that, after more than eighteen years of barrenness, the grounds of hope have been seeded with realism. It is not necessary to have extravagant expectations in order to warrant a genuine feeling of thanksgiving or even to justify modest celebrations. There has been a break in a long stretch of unremitting failure and almost constant despair. There is also an opportunity to do more. Rejoicing over the achievement and the prospect is healthy and essential.

For a time during the debate, however, one wondered whether some of the treaty's supporters were forgetting what the treaty was all about. It was almost made to appear that the pact was a way of speeding up the arms race instead of slowing it down. Some of the supporters of the treaty, in their eagerness to assure one and all that there was nothing disadvantageous in the treaty, came close to making the treaty sound like a shrewd maneuver to guarantee American military supremacy, thus endorsing the argument of the Chinese Communists that the Russians were playing into American hands. In fact, some of the arguments for ratification made Nikita Khrushchev seem like a dunce for having agreed to the treaty in the first place—another pet proposition of the Chinese Communist.

The ban limiting nuclear testing has been so long in coming that we suppose we shouldn't cavil at any arguments, however misguided, in favor of passage. For the treaty is not an end in itself. It is part of—or should be—a large and delicate enterprise for making life less precarious for the humans who inhabit this planet. It is a portal to a more rational future. But the treaty can be substantially denuded of these possibilities if the driving force behind it is made to seem self-serving and grasping.

FOR a time during the debate many people seemed to forget that the precise purpose of the treaty was to compel the signers to give up some things. The problem was caused in the first place by the desire of the major powers to hold on to everything, and, indeed, to grab for more. But the effect of almost unlimited grabbing in the past had been to leave almost everyone with an empty future. The accumulation of nuclear firepower had not achieved national security. It had intensified mutual insecurity, increased the yearning for more weapons, and exposed the human species to greater dangers. It was clear that, sometime soon, someone would have to give up something unless everyone was to lose everything. And this is what the treaty was designed to do.

It was therefore unfortunate that the debate should have stressed how much we could retain rather than how much the nations would have to relinquish in the cause of common safety and sanity. In this sense, the success of the test ban will be measured not so much by the number of nuclear explosives that were never detonated as by the large number of other sovereign manifestations that the nations must give up in the common cause of a workable peace.

If some of the supporters seemed to miss the main point, the opponents of the treaty were at least equally astigmatic. Repeatedly, it was deplored that the United States would be barred under the treaty from testing bombs in the high-megaton range, or that we would be unable to proceed effectively with the development of an anti-missile missile. What was said was of course true, but what the opponents of the treaty seemed to overlook was that we weren't the only nation affected by the restrictions. A few years ago, the protesters were arguing that we had as much as we needed in the way of the big bombs but we needed more tests in order to sophisticate and refine our weapons, especially for tactical purposes. We tested and acquired the cuter and more adroit devices. Meanwhile, the Russians were testing, too. They were reaching for the big bombs. As a result of testing by both countries the United States was in a less favorable position than it was before. The tests by both countries had left us with a net loss.

DR. EDWARD TELLER, who had said a few years earlier that we were well situated with our big bombs, now seemed to suggest that our big bombs were not big enough. He wanted more testing for this and other purposes. Unfortunately, however, he could not assure the Senators that another round of testing by both nations would not leave us with even less relative security than we had before the tests. Whatever his proficiency in the specialized field of bomb-making, Dr. Teller demonstrated no conspicuous competence in the area of history or political science. He said little about the previous experiences of nations with arms races. He avoided any detailed discussion of the extent to which American security depended less on the accumulation of force than upon the control of force. By and large, he gave the impression of a man determined to block the slightest limitation on military capability, lest it lead to more far-reaching measures. This, of course, was his right and he exercised it well; but it is a pity that the scientists who opposed Dr. Teller—men like James R. Killian of M.I.T., former science adviser to President Eisenhower, George Kistiakowsky of Harvard, and Hans Bethe of Cornell

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—were not given equal attention in the communications media.

The most original, though not necessarily the most convincing, argument against the treaty came from those who felt that it was healthy for the United States and the Soviet Union to have a nuclear arms competition. Any curbs in competition were unnatural and unfortunate, they said. Most progress in life, they declared, came from unfettered rivalry. It was a fascinating argument; it was like hearing an arsonist ask for approbation on the grounds that he could set bigger and better fires than any of his colleagues.

Another striking piece of testimony came from a former member of the Atomic Energy Commission. He said that industrial smoke and automobile gases represented an even more serious pollution danger than radioactivity from testing. Then he asserted that he accepted industrial contamination as an essential component of an industrial society. Similarly, he said he accepted radioactive contamination as an essential component of national security. It was a most impressive demonstration of risk-acceptance without the component of consultation with those for whom the risks were accepted. It was left to the imagination to determine whether the Japanese and the Australians and the Norwegians and the Danes and the Swedes and the Belgians and the Colombians and the Pakistani and the Indians and the Ceylonese and the Canadians and the Iraqi and the Indonesians and the Brazilians and the Eskimos—some of the people who are unhappy because poisonous radioactive strontium has turned up in their reservoirs and food and in the bones of their children—it was left to the imagination to determine whether all these peoples were now grateful because a former American official had relieved them of the need for making an important value judgment.

We mustn't sound churlish. Perhaps the wonder of the debate was not that it should have produced such sizable and luminous irrelevancies but that, under the circumstances, it should have produced so few. On balance, the debate gave the nation a remarkable opportunity to consider some of the factors —vital and lethal—affecting its security and its future in general. And a central point was made often enough to register on those who followed the discussion. The point was that what was most important about the treaty lay beyond the treaty. If the treaty led to other things, no stronger argument could be made for it. It was this point, implicit or explicit, that was actually at the heart of the debate.

In this respect, both supporters and opponents of the treaty are correct in saying that there is more to the treaty than is contained in its provisions. It is the first dent in the theory that superior force can provide safety. And it can unquestionably lead to even more substantial measures.

The debate, therefore, far from ending, has actually only begun. It will continue for a long time. It may be the most far-reaching controversy in our recent history. It could produce important new political alignments. It will be concerned primarily with the general question of peace and with the intentions of the people with whom the peace is being made; but the related questions will extend to the national economy and our total role in world affairs.

The debate is not to be shunned or deplored. It is a rich opportunity to think and choose. We need worry only in the absence of option. —N.C.

Gloss on the Sin of Ixion

By Thomas Merton

HE saw her: that is, he labored.
He loved sweet business (Juno was success)
He laid eyes always on sweet fat
Energetic trade, and diligence
Made his world steam.

Our world too must steam and flame.
Ours must spin. Effort will break
A bank. Work will run
(Wheels within wheels)
Monopolies.
He'll hold her. Hold her fast
In a quick cloud
Of wrong words
Or dizzy lunches!

"Hold fast, Ixion! Get famous, strong!
Act! Go lush!
Go hug dear mother profit in the dark. Possess earth,
Possess money!"
Yet he missed.
He spilled.

Giants rise
Heavy-set brothers of mess and fight,
Smoky bulldozers!
Wheeling cities burn!
Glass monsters break
Open faces, lit with high money.
Fever in the press.

Giant mechanical boys:
Their dirty eyes spin.
Smell history at work
And watch overkill.

Heavy war bums
Political wheels and copper generals
Drink nuclear smoke
And lose manhood.
Shameless, unintelligent,
But shrewd enough
To spill sun power,
Spin the planets,
Ravish sacred man!

Up now comes
Out of earth and hell
Giant war Ixion
Rolling and fighting on the red wheel.

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LETTERS TO THE EDITOR

ENDS AND MEANS

DAVID CORT'S REVIEW of Jessica Mitford's *The American Way of Death* [*SR*, Aug. 31] deserves to be distributed to every American family. It might be an effective antidote to the absurd pressures that are placed on families at the time of death. . . .

The sickening, spiritually draining atmosphere of the "slumber room" with its piped music, macabre soft lights, and floral displays makes the whole Christian answer to death seem of no account. Yet many (not all) undertakers give people the feeling that the church is an unnecessary intruder into performance of their somber duties of death. And tragically, there are clergy who maintain this attitude without resistance. The pagan quality of the funeral chapel continues, with the spineless clergyman dancing with hand outstretched to receive the undertaker's honorarium. Pathetic? Absolutely. Necessary? Absolutely not. . . .

(The Rev.) KARL H. BREVIK,
Bethlehem Lutheran Church.
Kalispell, Mont.

THE REVIEW of Jessica Mitford's book leads one to believe that the undertaker is responsible for the plight that surrounds the funeral business. This is not wholly true, and as a former member of the funeral profession I would like to draw attention to one fact.

It is true that the American funeral business is out of proportion, but is this not also true of other businesses that offer services to the public? The funeral director is a servant of the public, and he offers the public what it wants. The funeral director is no more responsible for his state of affairs than is the automobile dealer for the costs of services and merchandise. . . .

LAWRENCE E. MILBOURN.
Laramie, Wyo.

ART IN THE SOVIET UNION

KATHARINE KUH'S ARTICLE on art in the Soviet Union [*SR*, Aug. 24] was superb. It hit hard and true. The sense of a fine machinery wasted for want of creative fuel, the stifling of the creative surge, came through powerfully.

SALLY MEISS.
New York, N. Y.

I AM SORRY TO NOTE that Katharine Kuh was unable to meet the eminent sculptor Ernst Neizvestny and to see his work. For Neizvestny was one of the principal targets of utterances made by Mr. Khrushchev last March, the other victims being Ilya Ehrenburg, the writer Victor Nekrasov, and, of course, the poet Yevgeny Yevtushenko. Khrushchev said that Neizvestny's sculpture made him "vomit," but Yevtushenko, during a visit in London, boldly hailed the artist as the world's second greatest living sculptor, second only to England's Henry Moore.

Neizvestny was to have shown his work in London last winter, but his government failed to give permission. In various European publications I have seen numerous photographs of his work, and they lead me to endorse Yevtushenko's judgment of the young man.

Undoubtedly, there must be others in Russia who are also rebelling against the latest trends in the Soviet ideology and practice. Having experienced life under a dictatorship—in my case, the Nazi system—I firmly believe that the artist is a stronger man than the commissar, and that dictators can deter, but not eradicate, art that refuses to bow to political ideology.

ALFRED WERNER,
Senior Editor,
Art Voices.
New York, N.Y.

THROUGH HISTORY WITH J. WESLEY SMITH
"We've crossed wider rivers than this Rubicon. Why is Caesar making such a big thing of it?"

TOP TEN

MORE CANDIDATES for your ten-best-novels list:

Sylvia Ashton-Warner: *Spinster*
Harper Lee: *To Kill a Mockingbird*
John Knowles: *A Separate Peace*
Graham Greene: *A Burnt-Out Case*
Menna Gallie: *Strike for a Kingdom*
John Updike: *The Poorhouse Fair*
William Golding: *Lord of the Flies*
Frank Swinnerton: *Death of a Highbrow*
James Hanley: *Say Nothing*
Mary Renault: *The King Must Die*

FREDERICK IVOR-CAMPBELL.
Pasadena, Calif.

Boris Pasternak: *Dr. Zhivago*
Christopher Davis: *First Family*
James Agee: *A Death in the Family*
John Updike: *Rabbit Run*
E. S. Connell, Jr.: *Notes from a Bottle Found on the Beach at Carmel*
Peter De Vries: *The Blood of the Lamb*
C. P. Snow: *The Masters*
Italo Svevo: *A Life*
Walker Percy: *The Moviegoer*
Hortense Calisher: *Textures of Life*

EDWARD KOROSTOFF.
Philadelphia, Pa.

FOR THE RECORD

WITH REFERENCE to Cleveland Amory and his comments concerning bills related to animal experimentation [*SR*, Aug. 3], Mr. Amory is, of course, entitled to his own opinion of what these proposed bills would or would not do to impede scientific investigation. His statement "Obviously Dean Berry has not read even one of the bills . . ." is untrue and I quite naturally find it objectionable. Even more objectionable is Mr. Amory's quotation, in a way that alters the meaning, of parts of my letter [*SR*, July 27].

In an editorial in the *New England Journal of Medicine* for April 18, Dr. Joseph Garland quotes in part from a letter I wrote to Senator Joseph Clark of Pennsylvania with respect to S 533—one of the bills pending in committee, which Mr. Amory states I have not read. Your readers might be interested to know that Dr. Garland also believes that the pending bills to regulate animal research will limit the freedom of the investigator to pursue his research work. The secretaries of all of the federal departments concerned with medical and biological research have also testified to this effect before committees of Congress.

GEORGE PACKER BERRY, M.D.,
Dean, Harvard Medical School.
Boston, Mass.

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35 Realms of Gold: A Journey in Search of the Mycenaeans, by Leonard Cottrell
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36 Cause for Wonder, by Wright Morris
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LITERARY HORIZONS

Requiem for the Famous Son

WILLIAM FAULKNER had a brother, John, four years younger than he, who was also a writer. The novels that he wrote twenty-odd years ago, *Dollar Cotton* and *Men Working*, had a certain popularity at the time though they are pretty well forgotten now. Later he published many short stories. Just before his recent death he completed *My Brother Bill: An Affectionate Reminiscence* (Trident Press, $4.95).

The subtitle suggests the character of the book, which is clumsily put together, badly written in spots, sometimes sentimental, but warm and honest and in its own way informing. It gives us no clues to the secret of William Faulkner's greatness, but it does show him to us as he appeared to those who were close to him.

Much of it is devoted to the childhood of the three Falkner boys (as the name was then spelled). Bill was born in New Albany, Mississippi, in 1897, Jack and John in Ripley in 1899 and 1901; but the family moved to Oxford in 1902, and it was there that the boys grew up. In writing about the early days John is frankly nostalgic. He describes the games they all played, the chores they had to do, the accidents that befell them, the fights they had with other boys. He describes their relations with their parents and grandparents and with the Negroes around the place, young and old, particularly the one they called Mammy ("All of us loved Mammy, our shepherdess, at times an avenging angel. She appears in a great many of Bill's books. She it was who was faithful; she was the one who endured."). There is a little about Bill in his teens—his business exploits, his hunting expeditions, his interest in girls, especially the girl he later married.

These chapters not only give a pleasant picture of life in a small Southern town at the beginning of the century; they also suggest that some descriptions of the decline of the Falkner family have been exaggerated. It is true that the boys' father was not so eminent as their paternal grandfather or great-grandfather, the former a banker, the later a military leader, railroad builder, and writer. Murry Falkner, whose heart, according to John, was really in what had once been the family railroad, had a variety of employments: he ran a livery stable and a hardware store before he became business manager of the University of Mississippi. But it is clear that he was a thoroughly respected citizen and that the family occupied an honorable position. If the Falkners weren't rich, neither were they poor, and the boys had their horses and their guns and whatever else their contemporaries enjoyed. No one can deny that Faulkner as a novelist was preoccupied with the decay of old Southern families, but there is no evidence that he felt underprivileged as a youth.

THE remainder of the book is scrappy, often disregarding chronology. John tells a little bit, though not much that we hadn't known before, about his brother's experiences in World War I, his brief stay at the University of Mississippi, his various jobs. He has little to report about the beginnings of William's literary career, and there are many other topics that he treats lightly, while devoting considerable space to incidents of no great importance. Some of this trivial material, however, has a kind of gossipy interest. I had not known, for instance, that William Faulkner was at one time a scoutmaster and apparently a good one. A local minister objected to his being in charge of scouts because he was known as a drinking man, and this leads John to comment on his brother's drinking habits: "I don't mean Bill never got drunk. He liked a drink as much as the next one and sometimes he took too many. You might say he went on tears every now and then. But no man could turn out the amount of work Bill did and drink as much as people claimed he did."

After the popular success of *Sanctuary*, when he began writing for the movies, William made a lot of money and spent it recklessly. "Bill made several fortunes," John writes, "and spent them and left one when he died. I never saw anyone who could spend as much money as he could. I think the reason he left as much as he did was because he finally got to where he was making more than he could possibly get rid of." He bought an airplane, a sailboat, a race horse. He also bought a

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farm, which John managed for a while. He was generous, too, to whites and Negroes alike.

John tells an interesting and, so far as I know, a new story to illustrate William's individualism. There was a Communist living in Lafayette County, a Norwegian house painter, the only registered Communist in the state of Mississippi, and William gave him $50. "It was not so much a donation to the Communist Party. It was simply Bill's tribute to a man standing against the other two million of us. He thought that was worth the fifty."

John does make one important observation about William as a writer. "When Bill received word that he had won the Nobel Prize, I fully believe that he was about written out." After receiving the prize, however, he produced a series of ambitious novels. "To me," John says, "they were not as good as some of his earlier novels but there is no doubt that what they lacked of his earlier fire, they more than made up for in maturity and depth." Although there are magnificent things in some of the later books—the story of the horse thief in *A Fable*, the three nondramatic passages in *Requiem for a Nun*, the account of Mink Snopes's revenge in *The Mansion*—the later books as a whole do lack the fire of the earlier ones, and, John to the contrary notwithstanding, nothing makes up for that lack. In a sense Faulkner was written out, though we should be the poorer if he had not gone on writing.

At the end John observes, "I have never known anyone who identified himself with his writings more than Bill did. He seemed to be as much a part of the story he was telling as were the characters in it. To see him was to recreate all the stories he had ever told." I can see what John means, but in a more important way Faulkner wasn't in his stories at all—as Hemingway, for instance, was in almost everything he wrote. Nothing we learn from his brother or from anyone else tells us much about the Faulkner who wrote the great novels. These came out of areas in his mind that he revealed to no one and that in all probability he did not very well understand himself. The personality that he exposed to his neighbors and friends and, when he became a public figure after the receipt of the Nobel Prize, to the world at large was a kind of protective coating. It is an interesting and in many ways attractive personality, and we are glad to know all that we can about it; but the Faulkner who wrote *The Sound and the Fury* and *Light in August* remains almost as inscrutable as the Shakespeare who wrote *Hamlet* and *Lear*.

—GRANVILLE HICKS.

INTERCULTURAL DIALOGUE

The Merchants of Light

By ROBERT J. CLEMENTS, *director, Comparative Literature, New York University's Graduate School.*

THAT such hardy industrialists as Standard Oil of New Jersey, United States Steel, IBM, and First National City Bank of New York should subsidize a congress on literary criticism would seem as utopian a projection as the rock candy mountain. This was nevertheless the case during the last week of August when more than 500 international literary historians and critics foregathered at New York University, representing all continents and even such stay-at-home countries as Poland, Czechoslovakia, and Yugoslavia. The eight previous congresses of the International Federation for Modern Languages and Literatures had been held triennially in Europe, and this was their first meeting in America, despite the reminder of President Albert Baugh of Pennsylvania that "it is no further from Paris to New York than from here to Paris." Perhaps most of the delegates even now as they return home are unaware that our federal government did not, as happens in Europe, share the financial sponsorship with New York University, the Modern Language Association, UNESCO, the Modern Humanities Research Association, and the American Council of Learned Societies, as well as the capitalistic perennials mentioned.

Why should such varying sponsors strive so hard to bring together literary historians and critics in this way? President Kennedy himself pondered this and sent a telegram conveying his thoughts: "The delegates to this congress are men and women devoted to the study of the world's literary and linguistic heritage. There can be few more significant responsibilities than the preservation of this heritage in all its integrity and variety; for language and literature are the means by which men reason, nations communicate, and civilizations endure. . . . While no culture needs to weaken its distinctive traditions, every culture can be stimulated and enriched by contact and dialogue with others."

The President's comments were most appropriate. Whereas the theme of the congress (as decided three years ago at Liége) was the interrelation between literary history and literary criticism, the delegates representing emerging nations, divided nations, and nations in conflict could not fail to consider literature as something beyond a belletristic endeavor. That Asiatic nations even more than ourselves view literature as a national activity and tradition was clear from the congress's newly-introduced symposiums on literature of the East and West: involving China, India, Pakistan, and Japan. When Altaf Gauhaf of the government of West Pakistan read a paper on "Urdu Literature in Pakistan," Professor Siddiqi of Karachi University took him promptly to task for not stressing the inherent greatness of Urdu ("the third greatest language of the Muslim world") and for minimizing the literary heritage of Pakistan. Naturally, added the professor, the effort of struggling to achieve nationhood militated against Pakistan's achieving a stronger tradition.

THE parallel of national literature and national existence was noted by several distinguished speakers. The Westernization of Oriental letters is an astounding phenomenon commented on by Kenichi Yoshida of Kokugakuin University: "The usual approach to Japanese history among people in most countries consists of thinking of Japan as a country which has existed ever since most people can remember, and has become rather remarkably Westernized in the last 100 years or so. One finds nothing to quarrel with in this over-all view of the situation, until one turns from the general to the particular and considers the literature of the country. . . ." After the 1860s, he observed, the people turned away from the fundamentals of their culture and sought counterparts for these in Europe and America. "To state the facts simply, Japanese literature from the end of the nineteenth century onward had to cope with the double task, first, to break with its past and, second, to start a new literature in keeping with the literary ideals of the West. . . . Japanese writers found themselves in a position in which they could write much better and far more easily in the various foreign languages which they had come to master than in their own, every word of which they were forced more or less to remold." (As one listened to Mr. Yoshida,

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the intimate connections between literature and politics assumed a new light, for his father is the Premier Yoshida who so affected recent history.) Throughout the East-West colloquiums one learned how the Oriental writers are adjusting to the literary forms that grew out of the Hellenic-European tradition. It will be interesting to watch this phenomenon take place in the African world. Indeed, it is fascinating to see how literary criticism itself, which Stephen Spender once called "the substitute muse of the varsities," is becoming a peripheral literary activity in Oriental countries hitherto innocent of its formal existence.

THE official theme, the rivalry between literary history and literary criticism, was thus overshadowed, almost as a tempest in an inkpot. True, the two activities were paired off and made to appear antagonistic, each with a vocal champion. The Horatii of historical criticism picked appropriately the Roman Mario Praz, while the Curiatii of esthetic criticism were represented by René Wellek of Yale. Even these brilliant debaters could not convince the record crowd they drew that there can be any essential conflict between the literary critic and historian. The greatest critics must be possessed of habits of accuracy, historical, philological, and linguistc, to complement their judgment, taste, and imagination.

In any case, literary criticism is always a lively topic for discussion, and many new trends are moving in to replace the older phases of post-Romanticism, Crocean "poetry and nonpoetry," textual explication, the New Criticism, and what the Italians call "*critica di vetro*" ("glass criticism").

The delegates were invited to New York a week in advance to get the sight-seeing and organized tours out of their system before settling down to the sessions of the congress. Wandering about museums, embassies, libraries, and the U.N., a bit self-conscious in their American-style blue badges, they became most enthusiastic guests. Thus they are returning home with greater sympathy as well as greater knowledge. As President Marjorie Nicolson of the Modern Language Association put it to the delegates: "I find myself today thinking of Bacon's utopia, the New Atlantis. . . . Periodically a group of travelers went forth from the shores of the New Atlantis to learn what had been discovered and invented in the rest of the world. Bacon called them 'merchants of light,' for although they went forth with ships laden with goods for barter or exchange, they brought back no material things. Only light—the light of the mind."

THE PAST

Radiance of the Sun-King Century

The Age of Louis XIV: Part VIII of "The Story of Civilization," *by Will and Ariel Durant (Simon & Schuster. 802 pp. $10), takes as its theme the "Great Debate between faith and reason" in the seventeenth century. Leo Gershoy, professor of history at New York University, is a Fellow of the Center for Advanced Study in the Behavioral Sciences.*

By LEO GERSHOY

—*From the book.*

"Head of a Girl," by Vermeer, at Mauritshuis, The Hague.

WITH the publication of *The Age of Louis XIV* the Durants have taken another long stride toward the completion of their monumental study of civilization. The current work, Volume VIII in *The Story of Civilization*, has the hallmark of the preceding volumes stamped clearly over it. It is informed and highly readable; it is studded with vignettes of the leading figures; it is replete with facts spread widely over the many aspects of human endeavor; it is eloquently partisan for the dignity of man and the decencies of life. The Durants' subject, "civilization," as the preface tells us, "includes government, economics, morality, manners, religion, art, literature, music, science, and philosophy"; their aim is "integral history . . . all phases of a people's activity in one perspective and one unified narrative," and they make their pervading theme "the Great Debate between faith and reason." As defenders of the faith they single out Pascal, Bossuet, Fénelon, Berkeley, and Malebranche; Hobbes, Locke, Newton, Boyle, Fontenelle, and Spinoza voice the rights of reason. It cannot be denied that the project is an ambitious one.

Certainly, the "Dear Reader" to whom the preface is addressed will learn much from this encyclopedic survey or, if he is already informed, experience new pleasure in accompanying the authors on their spirited journey across Europe and probing with them into the European mind of the seventeenth century. It is understandable, in view of the Durants' special interest and professional training, that they should be at their most penetrating in the treatment of the philosophers, whether the agonized Pascal, the solitary and dedicated Spinoza, or the towering Isaac Newton. Valuable, too, are the chapters on the men of letters in France and England, which tell much in little on the literary giants. The portraits of the political leaders, Louis XIV, Peter the Great, Charles XII of Sweden, and the lesser lights are sharply etched and lack nothing for amplitude.

Still, there is no disagreeing with the Durants when they themselves state that their aim of writing integral history in one perspective and one unified narrative "has been very imperfectly achieved." Several reasons suggest themselves as explanations of this imperfection. To begin with, making the Great Debate between faith and reason the salient theme both oversimplifies and distorts the complexity of developments within the seven decades under consideration. It oversimplifies when it establishes a stark and absolute contrast between "superstition, obscurantism, and intolerance" in the older Europe and "scholarship, science, and philosophy" in the new. The intent is typically generous; the statement, overdrawn. It distorts, because those seven decades saw other great debates entering significantly, if not decisively, into the fashioning of European civilization. Among them there was the bitter struggle between the forces of the absolute, bureaucratic state and the pluralistic powers of the estates or legally privileged corps. There was the

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newer complex of militarism, mercantilism, technology, and capitalist business practices. There was, to name another, the dawning vision of human perfectibility at grips with the entrenched Christian conception of man's estate and fate.

To tax the authors with not recognizing the existence of those great debates would be grossly unfair; it would not be carping, however, to maintain that the Durants make too little of them to give adequate depth, to supply sufficient illumination, to the story of the changes in European civilization.

They suggest a second reason: "The historian," they say, "like the journalist, tends to lose the normal background of an age in the dramatic foreground of his picture, for he knows that his readers will relish the exceptional and will wish to personify processes and events." The observation is cogent; but was it well to get rid of the temptation by yielding to it? No historian would dream of denying the obvious, that superior individuals, sometimes in accord with impersonal forces, sometimes against them, make history. Yet men also live group lives, with group solidarities and loyalties and values. They harbor resentments, they are alienated, they practice violence or seek roads of escape when such aspirations and needs as social welfare, adequate poor-relief, better health provisions and medical facilities, or improved schooling or even road services are denied them. And here, too, the reader would wish to know more than the authors give him.

So this ambitiously conceived picture tends to take on the aspect of a series of unevenly drawn and loosely joined essays, some brilliant and engrossing, others, like the chapters on the material bases, of indifferent worth.

FRAZER YOUNG'S LITERARY CRYPT NO. 1050

A cryptogram is writing in cipher. Every letter is part of a code that remains constant throughout the puzzle. Answer No. 1050 will be found in the next issue.

PD PF OGAHGNDD BMNS K QKSSPRKX ZDND CSPTN KSY TAGC?

XNQ

Answer to Literary Crypt No. 1049

The handwriting on the wall may be a forgery.

—HODGSON.

The Gaul of de Gaulle

—*Alice Caddy.*

The Generals Wear Cork Hats, *by Ben Lucien Burman (Taplinger. 257 pp. $5), reports the author's adventures as ambassador without portfolio to the Free French in Equatorial Africa. A free-lance writer, Charles Miller specializes in African affairs.*

By CHARLES MILLER

"QUIXOTIC" may be the word for the Free French movement of World War II, at least in its inception, when a small band of outraged officers rallied in French Equatorial Africa—one of their country's few overseas possessions not in Axis hands—to resist the Vichy humiliation. Still an almost unknown region even as recently as twenty-two years ago, central Africa suddenly took shape as a key area of Allied strategy—a vast and desolate buffer between Hitler and the vital mineral wealth of Northern Rhodesia and the then-Belgian Congo. Yet for six months this huge territory, one-third the size of the continental United States, was held by a corporal's guard of determined Frenchmen and a few detachments of pitifully equipped but very, very tough African troops.

During this rather fantastic interlude it was perhaps fitting that the U.S. envoy to the makeshift Free French government should be a novelist. While en route to Africa in 1941 as correspondent for NEA Service, Ben Lucien Burman met the State Department's Anthony Drexel Biddle on a Lisbon-bound plane, and Biddle decided that the writer might prove helpful in the quasi-official capacity of ambassador without portfolio. In *The Generals Wear Cork Hats* Burman has recorded his brief and peculiar diplomatic career—a stewardship marked by contrasting attitudes of hostility from a State Department that frowned on his strong Gaullist sympathies (Pearl Harbor was still half a year away) and the all but credulous enthusiasm with which he was received by Free French officialdom.

Immediately upon his arrival in the gasping heat of Brazzaville, Burman was taken into the confidence of the highest ranking officers and given complete freedom to travel the length and breadth of Equatorial Africa. With his wife, artist Alice Caddy, he journeyed up the Turkish-bath Congo and Ubangi rivers aboard a primitive stern-wheeler and made a motor safari—by way of isolated Fort Lamy on the shore of Lake Chad—as far north as the virtually unexplored Tibesti region of the Sahara, where a young colonel named Leclerc was even then planning a flank assault on the Axis forces that threatened the Suez Canal. Everything he saw in Africa—and shortly afterwards in the Middle East—reinforced his conviction that Free France must inevitably be recognized, and if his cables to Washington were filed in the wastebasket, his press dispatches played a significant role in crystallizing pro-de Gaulle sentiment throughout the United States.

Burman personally found de Gaulle insufferable and also considered him dangerous, but felt that a public airing of his own views at the time might harm the Free French cause. For this reason *The Generals Wear Cork Hats* loses much impact, since it is obviously intended in no small measure as an exposé of a personality whose shortcomings have by now become far too familiar. Moreover, the book, which is encumbered with an endless catalogue of banalities, suffers from an almost total absence of style. Nevertheless, the splendid raw material on which Burman drew has enabled him to surmount these not inconsiderable faults and provide an illuminating perspective of Free France and its leaders during their darkest—and finest—hour.

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The Digs of Homer's Heroes

Realms of Gold: A Journey in Search of the Mycenaeans, *by Leonard Cottrell (New York Graphic Society. 278 pp. $5.95), continues the search for the identity of a mysterious people. British novelist Rex Warner's books include numerous translations of Attic authors and a work on "The Greek Philosophers."*

By REX WARNER

ACCORDING to Leonard Cottrell, "over twenty-five major works on pre-Hellenic Greece have been written since 1950 in English alone," a fact which illustrates not only the interest in the subject that exists, but also the quantity of new material that has emerged into light or half-light. Mr. Cottrell himself wrote with clarity, enthusiasm, and charm on both Crete and Mycenae in his deservedly well-known book *The Bull of Minos.* He now returns to the subject, examining fresh evidence, describing recent finds, and groping towards an answer to the questions "Who were the Mycenaeans? How like or unlike were they to the people we know in Homer?"

It is, no doubt, only because I have so high an opinion of Mr. Cottrell's abilities that I found *Realms of Gold* somewhat disappointing. The enthusiasm is the same as ever, but the clarity is not so remarkable. It would appear that here the author has bitten off rather more than he can chew—or, it would be fairer to say, has not allowed himself time for the chewing. I think he would have written a better book if he had concentrated on the new sites instead of interweaving with his descriptions such a mass of personal reminiscence and mythological conjecture. Of course the clues from mythology are important and delightful to study, but here they are handled diffusely and often irrelevantly. Descriptions, too, both of landscapes and of personal encounters, are often valuable and have been used beautifully by Mr. Cottrell in other books. But here they take up too much space and serve to distract us from the main argument rather than to encourage us in its pursuit.

It is natural, for instance, for Mr. Cottrell to wish to describe the beauties of Delphi. But is anything gained from the sentence: "If Hera had not chosen Mount Ida for the seduction of Zeus, she might well have led him to the upper slopes of Parnassus"? No doubt she might, if it hadn't been in the wrong place. But one is tempted to ask, "So what?," and one's irritation increases when Mr. Cottrell, with no relevance whatever, goes on to quote the passage from the *Iliad* that describes the seduction. It would almost appear that in making this book he has, with a fine, reckless abandon, put down everything that happened to come into his head, a procedure that can be charming in conversation but is not necessarily adapted to an exposition of archeology.

Sometimes, however, the method works. Descriptions of particular sites —Brauron, Pylos, and others—are excellent. Moreover, Mr. Cottrell is, as usual, very careful to present views other than his own, and is not afraid to say "I don't know" when he doesn't know. And in following a complicated argument he is, when not distracted into byways, as clear and as easy to read as ever. It is good, too, to see the credit due being given to modern Greek archeologists and to the remarkable work of reconstruction, presentation, and discovery that they have done so successfully since 1945.

—*From the book.*

Copy of a Tiryns mural.

The illustrations are excellent, but on the proofreading level there is something to be desired. Even the late Michael Ventris, to whom the work is dedicated, might have found it hard to explain how the dedicatory quotation in Greek from Menander reached its present unintelligible form.

Your Literary I. Q.

Conducted by John T. Winterich

WOODS AND FIELDS

Margaret Key of Denver, Colorado, offers a group of past and present writers whose names include *wood* or *field* (or *Wood* or *Field*). She asks you to complete the names and to assign the titles in Column Two to the correct authors. Answers on page 38.

1. Henry Field ___ ___ ___	( ) *Idiot's Delight*
2. Cecil Wood ___ ___ ___-Smith	( ) *Dauber*
3. John ___ ___ ___ ___ field	( ) *The Brimming Cup*
4. Lord ___ ___ ___ ___ ___ ___ ___ field	( ) *The Great White Mantle*
5. Samuel Wood ___ ___ ___ ___ ___	( ) *Thomas Wentworth*
6. Algernon ___ ___ ___ ___ ___ wood	( ) *Prater Violet*
7. Dorothy ___ ___ ___ field Fisher	( ) *Early Autumn*
8. Lizette Wood ___ ___ ___ ___ ___ Reese	( ) *Tom Jones*
9. C. V. ___ ___ ___ ___ wood	( ) *The Era of Good Feelings*
10. Katherine ___ ___ ___ ___ field	( ) *Florence Nightingale*
11. Christopher ___ ___ ___ ___ ___ wood	( ) *Letters to His Son*
12. Louis ___ ___ ___ ___ field	( ) *The (Old Oaken) Bucket*
13. David O. Wood ___ ___ ___ ___	( ) *The Willows*
14. George ___ ___ ___ ___ ___ ___ field	( ) *A Wayside Lute*
15. Robert E. ___ ___ ___ ___ wood	( ) *The Garden Party*

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La Vita Evaded Them All

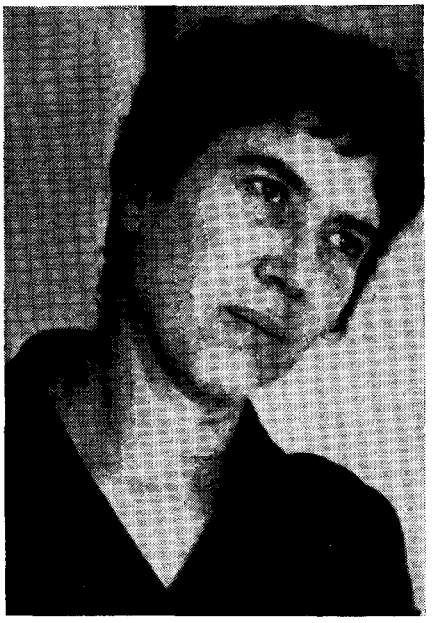
Voices in the Evening, *by Natalia Ginzburg, translated from the Italian by D. M. Low (Dutton. 171 pp. $4.50), sketches the blasted hopes, postwar reaction, and general frustration of a provincial Piedmontese family. Thomas G. Bergin, professor of Italian at Yale, has been reviewing Italian fiction for thirty years.*

By THOMAS G. BERGIN

NATALIA GINZBURG is certainly one of the most competent writers of her generation in Italy. This is not to say little, either; for she is of the immediate postwar group, right behind Moravia, Pratolini, Vittorini, and their ilk, and may be thought of as contemporary, for literary purposes at least, with Calvino, Cassola, and Prisco. The widow of Leone Ginzburg, martyred by the Fascists, and the wife of the younger Baldini, Signora Ginzburg has a position of prestige in the Republic—a prestige both political and literary. She has also won her share of prizes, notably the Viareggio in 1957 and the Strega in 1963.

Emilio Cecchi in his *Di giorno in giorno* mentions her first novel, *E stato così* (translated as *The Arid Heart*) as one of the best of the short novels of its year (1947), then goes on to discuss someone else's book at length. This is characteristic of the treatment she has received from Italian critics; fortunately, our own Sergio Pacifici has given her more adequate attention in his *Guide to Contemporary Italian Literature.*

Including the present work Signora Ginzburg has turned out only four novels, three of them quite short. *Voices in the Evening* is a fair example of her art. What she has to say she says economically and with a minimum of rhetoric. This book even seems at times more an outline than a final draft. It is essentially the story of Elsa and her sad, frustrated liaison with Tommasino, scion of the wealthiest family in the small Piedmontese town in which the story takes place. However, to understand Elsa and Tommasino you have to know their background. And so we have the story of Tommasino's father, Balotta, the rugged individualist who founded the family factory; of his brothers, the uneasy Vincenzino, who married a local girl of simple origins, and Mario the extrovert, who married a strange Russian refugee picked up in Geneva. Both brothers came to sad ends. One sister, too, wasted her emotional resources on a man who didn't want her; and the adopted child of the family, in whose business sense old Balotta had had much confidence, had his troubles too: he bet on Fascism and lost. The long attrition of too many blasted hopes, the reaction after the war, the general drabness of provincial life—these seem to have sapped Tommasino's *élan vital,* and Elsa hasn't quite the resourcefulness to restore it to him. Perhaps the allegory is simply the old, not unfamiliar Italian theme of the pointlessness of middle-class life.



—*Jerry Bauer.*

Natalia Ginzburg—"minimum of rhetoric."

Signora Ginzburg's characters are, for the most part, like excellent line drawings, quite real but somehow not "filled in." Their bone structure is magnificent, but there is no flesh. While this can be an effective technique, I think it calls for rather more drama in the actual plot, as there was in Signora Ginzburg's previous novels, than we have here (a lot of things have happened, but they are all in the past).

I would not like to leave the impression that *Voices in the Evening* is a book to be skipped. On the contrary, it is well worth reading, partly for its honest and accurate depiction of small-town life, but chiefly for the sake of the protagonist, who arouses our interest and compassion.

E=MC²: While *Cause for Wonder* (Atheneum, $4.50) is not the major novel his readers have long anticipated, Wright Morris's concept in it of the synthesis of time and space is an important advance in the expression of his serio-comic vision of life.

When Warren Howe, middle-aged TV script-writer, receives an invitation to the funeral of Monsieur Dulac, he attempts to round up all the people who were guests with him three decades ago in Riva, Dulac's castle in the Austrian Alps. Neither Uncle Fremont, who "invented the Dust Bowl," nor an old college friend cares to re-experience "the good old days." But Sol Spiegel, a junk collector who salvages the past, is eager to return. To escape a world firmly anchored in space and bound to clock time, to re-experience the unbelievable, to be given cause for wonder, they go back to Riva—an imaginative creation fixed in neither time nor space, but, like its master, both in and out of this world.

They discover Dulac still alive though ill, but pleased with his joke. Rather dadaistic in the Thirties, this "Meister of Nonsense" is a fool who persists in his folly with some vague notion of becoming wise: he turns time "bottoms-up"; he turns fiction into fact. Under Dulac's influence, one has, in depth, "the illusive, delusive time of one's life," shuttling easily between past and present.

In Howe's imagination everything seems "only yesterday." Is he captive or master of his past? To achieve imaginative freedom, Morris seems to be saying, one must subject oneself profoundly to the absurd, one must be both *in and out of one's mind.* The past is forged in the fires of the immediate present, a process in which the eye and the object collaborate. According to "skull time," the usable past is "the here and now"; at any moment such time as there is is present. The creative memory does not merely resurrect, it reconstructs: in the instant of imaginative vision, time and space, memory and immediate perception are one. —DAVID MADDEN.

Heresy in 1300: ". . . Meditate on the object of your fears, make it an obligation and wear it out with thought, until it becomes a food without savor. This is a dangerous test, but less dangerous than that which lies in forcibly repressing the natural imag-

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ination." These words are attributed to the superior of a Cathar convent, to whom the heroine of *Cities of the Flesh* (translated from the French by Anne Carter; Pantheon, $5.95) had confessed in her youth her horror of war. In obedience she hardens her soul to visions of massacres and burning and thus learns not to tremble at the sight of blood and the screams of the sick. Later she applies the same principle when troubled by the lusts of the flesh and human perfidy. Zoë Oldenbourg forces herself and her readers to do the same through 503 pages. So powerfully has her natural imagination concentrated on these things that her characters are drained of life, and the nightmare world of heresy and persecution through which they move itself becomes "food without savor."

This is the author's third study of the Cathar heresy and its suppression in thirteenth-century Languedoc, and her second novel on the subject, linked with *Destiny of Fire*. All three are based on the premise that the initial Crusade was launched by Innocent III almost as a personal vendetta against the Albigensian (Cathar) sect. This idea is not new, but if Miss Oldenbourg had widened the field of her otherwise excellent research to integrate the story into the diplomatic and military history of the period as a whole, her findings might have been significantly different.

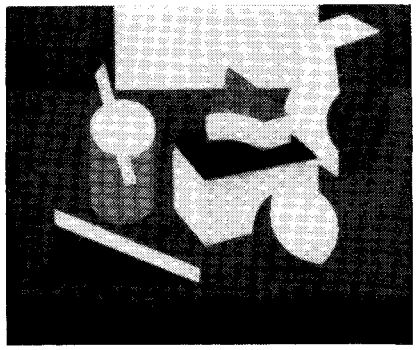
The story of *Cities of the Flesh* follows the life of Roger de Montbrun, a minor noble in the train of the counts of Toulouse. The Church has decided to stamp out heresy, aided by the French kings and the northern barons; the kings are anxious to control an almost autonomous great fief, the magnates avid for land and wealth. The count of Toulouse and his subjects, lax Catholics or fervent heretics, are powerless to combat the odds against them. They and their opponents are represented as almost entirely treacherous, lustful, and self-seeking, apart from the ascetic core of the heresy, the *perfecti* and their more devout disciples, whom we scarcely glimpse.

I wish Miss Oldenbourg would abandon her thesis and raise her sights. She is a gifted writer. If she wishes us to feel a horror of persecution, let her give us an Anne Frank, or that unknown political prisoner who wrote in his death cell: "Remember us and our persecutors, O God, but not our sufferings, for our forgiveness blots them out." —Simon Kell.

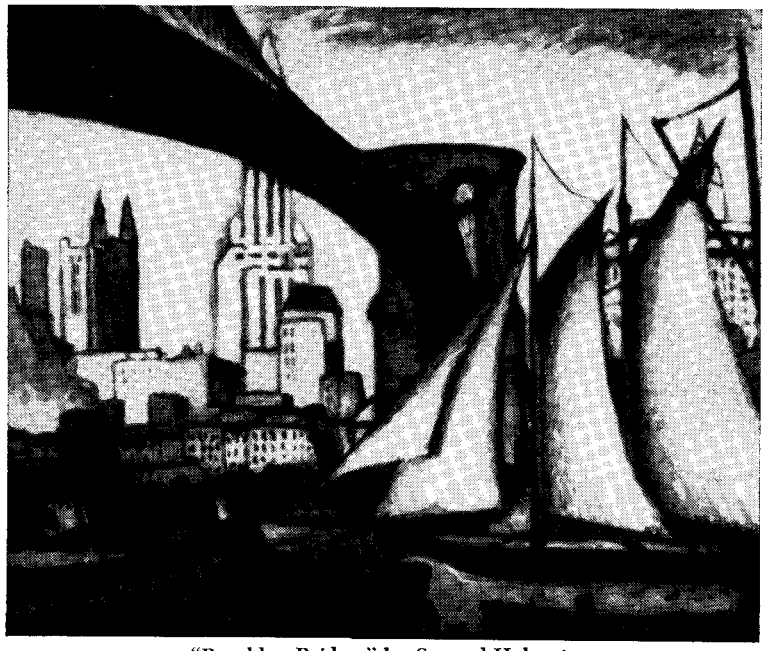
Troubled House and Garden: The demon of speed has not taken possession of Elizabeth Goudge. *The Scent of Water* (Coward-McCann, $4.95) opens slowly and proceeds quietly to a peaceful close. Mary Lindsay, a middle-aged businesswoman, retires to live in the country in the small house left to her by her namesake, an eccentric cousin she saw once, but unforgettably, when she was a child. The house and garden, though much neglected, are almost as perfect and strange as Mary remembers. So is the tiny village of Appleshaw, untouched by modernity, tree-shaded and rich with the myriad flowers of English springtime.

Beneath the surface, however, everything is not so idyllic, as Mary soon discovers when she begins to make friends with her neighbors. She has come to seek an answer to her own problems, but she is destined to help them solve theirs, not by interfering

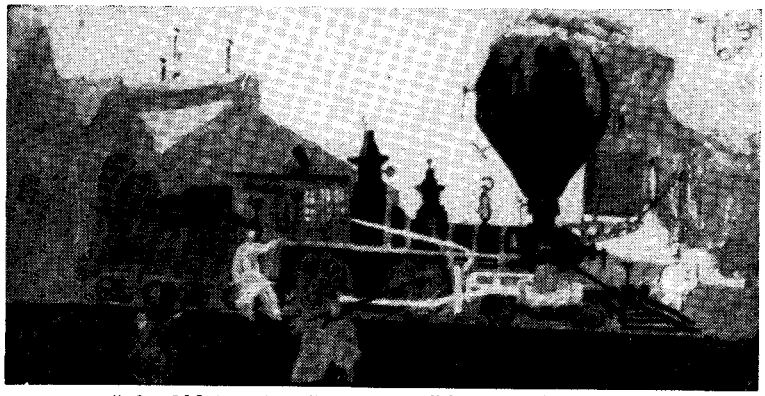
Revolution on 25th Street: The International Exhibition of Modern Art of 1913, better known as the Armory Show, divided families and broke up friendships as large numbers of Americans were exposed for the first time to a new art language. Commemorating the exhibit's fortieth anniversary, the Whitney Museum has issued *Pioneers of American Art: The Decade of the Armory Show, 1910-1920* (Praeger, $6), with text by Lloyd Goodrich.



"Still Life," by Patrick Henry Bruce.



"Brooklyn Bridge," by Samuel Halpert.



"The Old American Locomotive," by Lyonel Feininger.

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but by understanding the needs of a troubled child, a blind poet and his discontented wife, a nervous spinster, an aged couple with a scapegrace son, a rich man struggling in the toils of his affairs.

From a diary Mary learns that her cousin was afflicted by periods of madness, but in her sane intervals was a wise woman with a strong mystical strain and a deep appreciation of beauty. Indeed, her collection of "little things"—minute treasures of old china and glass toys—becomes a key that unlocks imagination and releases unselfish love and understanding.

As always in this author's work the religious note is often heard, not only in the dead woman's diary but in the links gradually established with the past, for Appleshaw is built on land where once a sixteenth-century Cistercian abbey and monastery stood, and it is significant that this quiet story, full of flowers and the singing of birds and the golden glow of evening, ends with the birth on Christmas day of the first child to be born in the village for many years. Even the most hardened cynic must admit that this is the kind of novel that brings its own warm welcome. —AILEEN PIPPETT.

Corns on the Unconscious: The first of Magda Szabo's novels to appear in English, *The Fawn* (translated from the Hungarian by Kathleen Szasz; Knopf, $4.50) is in the form of a woman's confessional monologue addressed to her dead lover. The narrator, Eszter Encsy, is an actress who, on and offstage, continually wears false faces that correspond to her inner evasions. As a child in the provinces she was responsible, though not by intention, for the death of a fawn belonging to Angela, a girl whom everyone but Eszter loved. Eszter's liability in the matter was never discovered, and in Budapest, years after, she was instrumental in bringing about the death of Angela's husband, the man to whom the confession is addressed. Eszter's hint of responsibility in this case is buried so deep in the narrative that the reader has to dig to find it.

Like so many of her kind, Eszter can rationalize and justify her thoughts and actions to the point of making herself often seem a sympathetic figure despite her obvious malevolence. The author, in dealing with the complications of this constantly shifting personality, reveals an assured skill.

If any reader wonders why a novel that shows tormented people living in a Communist society could apparently win state approval, he should consider that the main action of this book

(*Continued on page 43*)

IBERIA

Five Thousand Years and Franco

Spain: The Root and the Flower, *by John A. Crow (Harper & Row. 412 pp. $6.95), interprets Hispanic civilization from pre-Roman times to the current regime. The Spanish-born philosopher and critic Salvador de Madariaga has written several books on his native land.*

By SALVADOR DE MADARIAGA

IT IS easier to define what this book is not than what it is. History it would appear to be at first, and some passages are indeed conceived and presented in a sustained and dignified historical manner. But the narrative is only too often apt to stray from the past to the present and from the scholarly to the journalistic. The author also tends at times to present information as an empirical cumulation of incoherent facts. Just an instance: We are told in one place how Cisneros destroyed invaluable Arabic manuscripts and in another how wonderful his work as a scholar and protector of scholarship was. No attempt is made to reconcile the two facts.

A pity, because the book is transparently honest and painstaking, and even when what the author has observed has not been thoroughly grasped (may I suggest as an example his treatment of bullfights), the good faith with which every subject is approached remains unimpaired.

One feels that John Crow is more capable of describing trees, many trees of all kinds, than the forest. In other words, there is a good deal of enumeration and narrative, a certain amount of analysis—sometimes very shrewd indeed—but not enough synthesis. There is also a certain insensibility to the more delicate shades of reality, to imponderabilia, to the thousand little things that make up the whole. This betrays itself in a number of ways. It is, for instance, too simple to say that Christian Spain was a country "where the Church might decide finally what kind of interpretation must be given either to written documents or religious events," and too shallow to dispose of Madrid by writing that it "became a kind of political dead weight athwart the stomach of Spain."

Long stretches of history are at times hastily telescoped by Dr. Crow. Here is a case: "Unfortunately, this vigorous nascent democracy of the Middle Ages was not to endure for many years after the final conquest of the Moors and the establishment of the Inquisition, which led to a centralized monarchy." Haste may also explain such historical inadequacies as the present he makes to Spain of Antoninus (spelled Antonius) Pius and Marcus Aurelius, both born in Italy.

Curiously enough, Dr. Crow appears to see Spain better unaided by cultural glasses. There is, for instance, far too much French literary varnish and Barrès-esque nonsense in the now popular view of the Escorial, to which the author seems to subscribe. Neither this superb piece of architecture nor its setting has anything to do with such overworked epithets as "grim" and "forbidding," just as Philip II himself was by no means grim and forbidding even when age and grief had damped his natural gaiety.

Dr. Crow is at his best when dealing with modern Spain, where he can give free rein to his talent as an observer of living things. The picture is fair, impartial, correct, and, considering that Dr. Crow is an American writing for Americans, generous in the extreme. Yet, as a Spaniard, the reviewer may be forgiven for finding that the gravity of the situation created by the collusion between the United States and Franco is presented in a manner by no means lacking in courage, but short of the clarity and vigor that are required.

If in the aggregate the book is somewhat disappointing, it nevertheless abounds in acute observations and excellent descriptions. On the whole, it is a wellinformed rendering of a complex and difficult country.

LITERARY I.Q. ANSWERS

Column Two should read—15 (Robert E. Sherwood). 3 (John Masefield). 7 (Dorothy Canfield Fisher). 13 (David O. Woodbury). 9 (C. V. Wedgwood). 11 (Christopher Isherwood). 12 (Louis Bromfield). 1 (Henry Fielding). 14 (George Dangerfield). 2 (Cecil Woodham-Smith). 4 (Lord Chesterfield). 5 (Samuel Woodworth). 6 (Algernon Blackwood). 8 (Lizette Woodworth Reese). 10 (Katherine Mansfield).

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The Insane in Spain Fell Mainly

The Castles and the Crown, *by Townsend Miller (Coward-McCann. 379 pp. $6.95), tries to prove that the mad Juana of Castile was defrauded of her throne by the intrigues of Philip the Fair and Ferdinand of Aragon. Harold Livermore, author of "A History of Spain" and "A History of Portugal," is professor of Spanish and Portuguese at the University of British Columbia.*

By HAROLD LIVERMORE

SPAIN was no more than a geographical expression when in 1469 Isabella of Castile married Ferdinand of Aragon. It had never been one nation; for three centuries the Iberian Peninsula had been the "Five Kingdoms." The Castile of Isabella's youth was in a state of apparently hopeless anarchy during the reign of her half-brother, Henry IV, born without the capacity to rule, demoralized by unscrupulous magnates, and now sunk into apathy. Yet in fifty years, from being the most backward and unruly part of the Peninsula, Castile was reformed, revitalized, and projected into a position of universal responsibility. Isabella and her advisers imposed order, dispensed justice, and conquered Muslim Granada: there followed the discovery of America, the annexation of Navarre, the occupation of much of Italy, the acquisition by marriage of the Low Countries, and in 1519 the election of Isabella's grandson as emperor of Europe. The rapidity of the transformation is without parallel, at least until our own times.

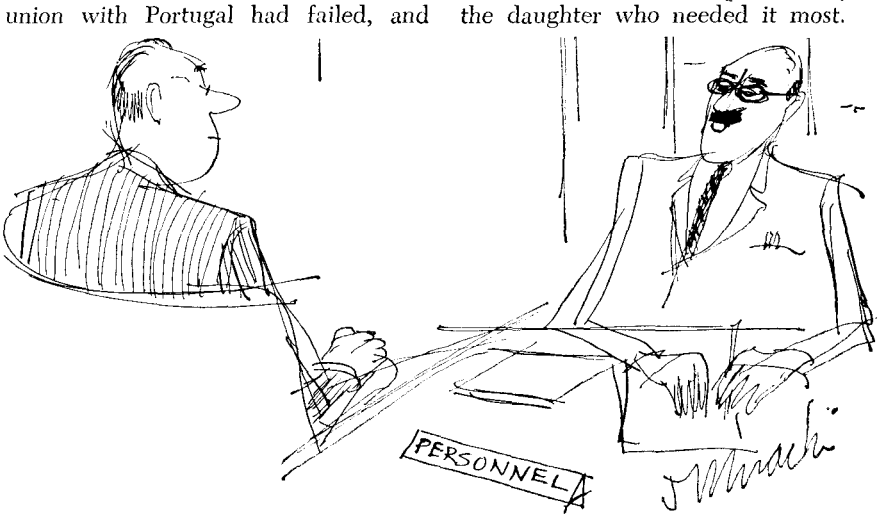
Townsend Miller's chronicle of the fortunes of this extraordinary family begins with the agitated years before Isabella's succession, follows the rise of the Catholic monarchs, and reaches a climax with the misadventures of the mad Juana.

Isabella saw everywhere the hand of God, but was conscious of her own obligations as a collaborator. She noted the names of those who did well and promoted them. She supplied men, money, and medical supplies for the war of Granada. If she had not followed her intuition, it is unlikely that Columbus would have found his way to the New World and even more unlikely that it would have been appropriated by Spain. Isabella and her husband, Ferdinand V, had five children, whom they spared no pains to educate well: they clearly intended to set the stage for the next generation. The matrimonial program, completed by the end of 1497, was according to their highest aspirations. Isabella hoped to draw Portugal into her Spanish union, and had married her eldest daughter to the Portuguese heir. Ferdinand was anxious for a powerful ally against France. This was achieved by the double marriage of the Spanish heir to a daughter of the emperor and of the emperor's heir to a Spanish princess. Finally, the youngest daughter, Catherine (named after Isabella's English grandmother), was betrothed to the English heir, Prince Arthur.

The most cautious actuary would probably have thought that these arrangements combined security with the best hopes of advantage. Nevertheless the results were quite different from what was intended. The three heirs—of Portugal, Spain, and England—all died before manhood. Isabella's eldest daughter married the next king of Portugal and died; so did the third sister, who took her place, and her infant son Miguel, who for a few months seemed likely to unite the Peninsular crowns. The uninvited actor plays his dark part without originality, but with tremendous effect.

In 1500 it was clear that the desired union with Portugal had failed, and that Castile and Aragon would go to the second daughter, Juana, whose husband, Philip the Fair, was already heir to the Low Countries and to the empire. Philip was a disaster, unfaithful to Juana, friendly to the French, and foolish about the magnates whom Ferdinand and Isabella had made to sit on their stools. The Catholic monarchs summoned the heir to Spain hoping to Hispaniolize him. They could not succeed, and could not detain him against his will. They kept Juana. She was already neurotic, perhaps even unbalanced. They let her go. Nothing had been achieved when Isabella died in 1504, leaving her crown to Juana and expressing the hope that Ferdinand would be regent in case Juana was unable or unwilling to rule. But Philip wanted Spain, and was backed by a faction of the nobles. When he and Juana landed, Ferdinand had no choice but to retire to Aragon, where he married a Frenchwoman and settled his crown on her son. But the dark actor swiftly removed this son and also the fair Philip. Now finally Ferdinand was able to become regent in Castile. Juana, plunged into melancholy madness, was declared unfit to rule. She spent the rest of her long life in confinement, remaining "queen proprietress" until her death in 1555.

Townsend Miller makes his chronicle move and adorns it with plenty of picturesque detail. He would like to show that Juana was defrauded of her throne by the intrigues of her husband and father, and that this drove her insane. But all the evidence points to the fact that she was passionately possessive about her unfortunate husband and sent out of her mind by his sudden death. She never showed any desire to rule in her own right. It was Isabella's misfortune that she could not transmit her own immense sense of public duty to the daughter who needed it most.



"The starting salary is $45.00 a week but fringe benefits bring it up to $139.75."

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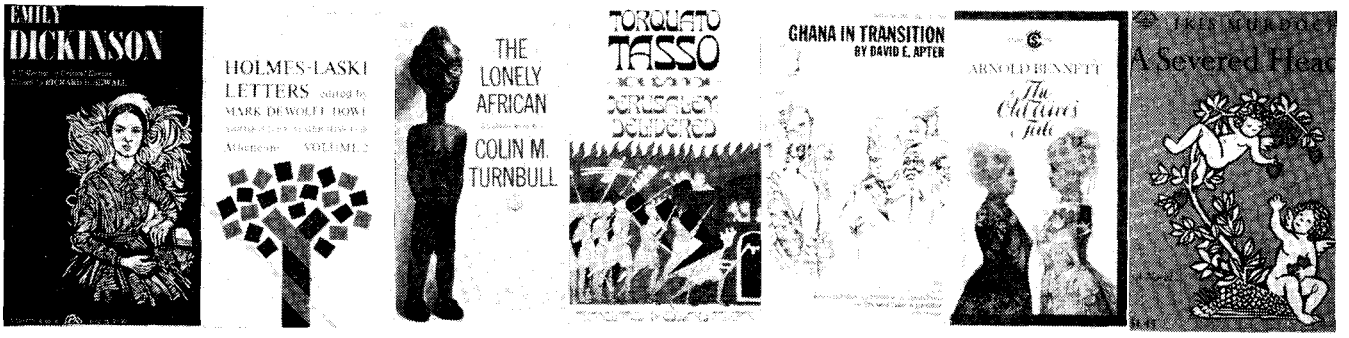

PICK OF THE PAPERBACKS

One of the most ingenious writers of science fiction is Ray Bradbury, whose new novel, *Something Wicked This Way Comes* (Bantam, 60¢), has recently appeared in paperback. When asked about the grotesque theme of his new book, Mr. Bradbury recalled: "Every Labor Day for years a carnival came to Waukegan, Illinois, for a brief week. I got to know the traveling magicians, the dwarfs, the midgets, and the tattooed men, plus a defrocked minister whose name was Mr. Electrico. All these years later when I collected material for stories I could not forget these people, many of whom were most kind and generous to the boy of twelve who pestered them down by the lake."

Now that interest in the outcome of the major league pennant races is nonexistent, football buffs can start their Monday morning quarterbacking early with *1963 Official Football Almanac* (Gold Medal, 60¢) and *Pro Football 1963* (Pocket Books, 95¢), by Don Schiffer. Both leagues' statistics are available; the first book asks such leading questions as "Can the Green Bay Packers repeat?" (We didn't know; can the Mets?)

Since Ian Fleming's James Bond has gone into the movies he belongs to the world. But he's not getting any younger, even if his tastes are getting more jaded. Have you tried switching to Donald Hamilton's Matt Helm, a six-foot-four-inch hunk of killer, defending our country against its enemies with somewhat less suavity but even more verve? The newest, just-released adventure is *The Ambushers* (Gold Medal, 40¢). In our opinion, Philip Marlowe could have taken on both Bond and Helm with one hand tied behind his back.

—Rollene Saal.

THE NOVEL

Vacation is over, school has begun, and it's time to put aside the hammock reading and get down to the serious business of "great literature." High on the list this month are three English novels, led by Henry Fielding's *Tom Jones*, available in two new and unabridged editions (Signet, 75¢, and Washington Square Press, 90¢). In his introduction to the Washington Square Press edition Ralph H. Singleton writes, "No English novelist has ever surpassed [Fielding] in the ability to amuse and delight the reader at every turn." Then there's Arnold Bennett's *The Old Wives' Tale* (Signet, 75¢), a generally underrated novel about two sisters who begin by embracing life and end up enduring it. Next comes Joseph Conrad's *Lord Jim* (Washington Square Press, 45¢), whose conscience-stricken hero embodies the author's moral vision. *The Portable Conrad* (Viking, $1.95) contains a rich selection of the novels, stories (including "Heart of Darkness"), and letters to such eminent persons as Galsworthy, Edward Garnett, and Henry James (whom he addressed as *"très cher maître"*).

From Forum Books come two massive novels: Theodore Dreiser's *The Genius* ($2.95), in which Dreiser ponders the social changes at the turn of the century, and I. J. Singer's *The Brothers Ashkenazi* ($2.75), set against the background of the Jewish community of Lodz, Poland, a story that enjoyed considerable vogue in the 1930s.

Among the unexpected fiction is a trilogy from Holt, Rinehart & Winston called *Walpole, Radcliffe, Austen* ($1.95), containing *The Castle of Otranto, The Mysteries of Udolpho* (abridged), and *Northanger Abbey.*

Back in the middle of the seventeenth century Madame de Lafayette wrote *The Princesse de Clèves* (Penguin, 85¢), a "novel of character" that helped break the back of rigid neoclassical tradition and change the direction of French fiction.

Brief mention: The brittle humor of Marcel Aymé in *The Green Mare* (Atheneum, $1.45), the genuinely comic if bewildering inventiveness of James Purdy in *Malcolm* (Noonday, $1.65), the unique quality of Joan Williams's prose in *The Morning and the Evening* (Dell, 50¢), which transcends her obvious inheritance from Faulkner-McCullers-Harper Lee, Iris Murdoch's dispassionate comments on passion in her wry *A Severed Head* (Compass, $1.45).

POETRY AND CRITICISM

In *English Renaissance Poetry* (Anchor, $1.45) three "distinct but finally inseparable phases" can be discerned: the "Native," exemplified in the poems of John Skelton and Thomas Wyatt, among others; the "Petrarchan," which owed much to the new Italian and French poetry and is represented by Spenser and the madrigalists; and an assimilating phase which culminated in Shakespeare and created the major tradition of English poetry.

Thanks to Doubleday's Seventeenth Century Series we have *The Complete Poetry of Robert Herrick* (Anchor, $1.95) and, edited by Louis L. Martz, the distinguished author of *The Poetry of Meditation* (Yale, $1.95), an ample anthology of seventeenth-century poetry, *The Meditative Poem* ($1.95). The Laurel Poetry series offers a briefer selection from *Herrick* (Dell, 35¢). *English Romantic Poetry* (Anchor, 2 vols., $1.45 each) is edited by Harold Bloom of Yale, who is himself the author of a book on Romantic poetry called *The Visionary Company* (Anchor, $1.95). There is a good deal of Blake, 225 pages of Shelley, and more Wordsworth than some might perhaps consider good for us.

Prentice-Hall's Twentieth Century Views continues its excellent series with *Emily Dickinson* (Spectrum, $1.95), a collection of critical essays edited by Richard B. Sewall, author of

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The Vision of Tragedy (Yale, $1.25). Though the Emily revival has been going on for some time, Mr. Sewall points out that "Nearly two-thirds of the essays in this volume were written during or since the year 1955." The critics include such distinguished gentlemen and scholars as Allen Tate, Richard Wilbur, Archibald MacLeish, and R. P. Blackmur.

Another anthology of pieces about one writer is *The Achievement of Wallace Stevens* (Lippincott, $1.95), edited by Ashley Brown and Robert S. Haller, bringing together articles on this enigmatic figure by Harriet Monroe, Marianne Moore, and J. V. Cunningham, among others. And then there is *Poets on Poetry* (Collier, 95¢), in which sixteen poets, including Wordsworth, Coleridge, and Eliot, express their ideas on their medium.

Donald Hall's *Contemporary American Poetry* (Penguin, $1.25) is a curiously selective anthology; in fact, Mr. Hall is so choosey that he doesn't include any of his own fine verse. According to him all the contemporary poetry worth reading comes after Robert Lowell's 1946 *Lord Weary's Castle.*

Brief notes: *The Translations of Ezra Pound* (New Directions, $2.25) are as gallant and as uneven as might be expected. Hugh Kenner wrote the introduction. T. H. Jones's *Dylan Thomas* (95¢) is the most recent in Evergreen's Pilot Series, which already includes, to name only a few, Henry James, Faulkner, Ionesco, and Brecht. *Selected Poems of Pablo Neruda* (Evergreen, $2.95), edited and translated by Ben. Belitt, has the Chilean poet's original Spanish facing the English version. Neruda is big, raw, romantic, socially committed, sometimes crude, and occasionally autobiographical. *Jerusalem Delivered* (Capricorn, $1.95), Torquato Tasso's romantic epic published in 1581, was translated by Edward Fairfax and dedicated to Queen Elizabeth.

THE NEW AFRICA

Since Ghana led the way to independence in 1957, twenty African nations have been admitted to the United Nations. Liberty brings its own problems, some of which are explored in *African Independence* (Dell, 75¢), edited by Peter Judd, which includes articles by such varied experts as Basil Davidson and Alex Quaison-Sackey. The latter is also author of *Africa Unbound: Reflections of an African Statesman* (Praeger, $1.95). Quaison-Sackey, Ghana's representative to the U.N., typifies the new African diplomat, young and Oxford-educated. His book vigorously defends his nation's role as a "positive neutral." "Positive neutralism," a fact of new African political life, has been defined by Mali's President Modibo Keita as "the refusal of a nation to lose its personality in a world where assimilation is the objective of every great power."

How Ghana is struggling to maintain her independence of the big nations while at the same time developing her own national "style" is the subject of David E. Apter's *Ghana in Transition* (Atheneum, $1.95), a solid, scholarly, and thoroughly reasonable explanation of an emerging nation's woes.

Africa and World Order (Praeger, $1.75), edited by Norman J. Padelford and Rupert Emerson, includes essays originally written for *International Organization*, and emphasizes the relationship between the African states and the rest of the world.

One of the most persuasive of the many studies of African nations is Colin M. Turnbull's unpretentious *The Lonely African* (Anchor, 95¢), which presents some highly effective sketches of people—tribal chieftain, young Christian, white hunter married to native girl—in situations representative of Africa in its transitional period.

As readers of *The White Nile* already know, Alan Moorehead writes absorbing history. His new book, *The Blue Nile* (Dell, 60¢), follows the great river's course from the plateau of Ethiopa through the Sudan and Egypt, and finally to the Mediterranean, almost 3,000 miles away. Mr. Moorehead dwells lavishly upon the eighteenth- and nineteenth-century explorers and adventurers, exploiters, and slave kings who were part of the turbulent life of the river banks.

One of the more neglected art forms in recent years has been that of etching. In the past celebrated painters like Rembrandt, Van Dyck, Goya, and Whistler excelled as master etchers. Many examples of their works, distinguished for subtle lighting, purity of line, and flawless draftsmanship, are included in E. S. Lumsden's *The Art of Etching* (Dover, $2.50), a classic study of the various techniques.

"Self-Portrait," by Goya.

"Heads of Women," by Rembrandt.

"Annie, Seated," by Whistler.

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The Book and Its "Blurb"

By ALICE DALGLIESH

A READER who wants "age levels" on children's books straightened out writes:

> I read book reviews because I expect an objective discussion of the book, not a mere reprinting of the book publisher's blurbs. It is for this reason that I . . . object to the practice of the reviewers of children's books in your columns of apparently adopting the publisher's estimates of age limits of the book being reviewed. . . . A reviewer of children's books should either be competent to judge the age level of the book, or if not competent to do so should be silent on the subject instead of blindly accepting the publisher's biased sales talk.
>
> How about it?
>
> Stanley Arndt.

San Marino, Calif.

As age levels are puzzling to others also, I will try to explain the situation, particularly as it applies also to requests for book lists for each grade.

It is more than difficult to pinpoint a list for one grade or for one year, simply because children vary so much in their reading ability. Publishers used not to print age levels on jackets, except perhaps a notation such as "middle group," "older boys and girls." It was by request and as an accommodation to bookstores and schools that "age levels" were added, in code at first. Now many publishers state the ages clearly—and at times may be quite wide-swinging about them. As the age levels are intended as a service, they are not really a part of the jacket copy. Most certainly I do not follow them "blindly" but try to use them where possible. Quite often I revise the ages up or down, with a question mark. Some publishers, especially European ones, prefer not to give age levels, especially on well-known books such as Charles Kingsley's *The Heroes*, and I respect this practice.

Sometimes the lower age level indicates "to be read to" and the higher "to be read by." The deleted part of Mr. Arndt's letter refers to individual books on the review page. At times there may seem to be an attempt to stretch ages for sales purposes, as he suggests. If I see the figures stretching like a rubber band, I try to suggest something more practical. In the case of *The Walloping Window Blind* it is easily 5-9 because it is a rollicking song book and all ages can join in. Moreover, a large number of picture books are classic fairy tales, myths, and legends, which may be read to an intelligent child of five, and later read with a sense of achievement by an eight- or nine-year-old. It is, however, absurd, as our correspondent points out, to list a book as "up to 10." Up from what? Both extremes of the age level should be indicated, and perhaps I have neglected to note this.

There are other statements in the "blurbs" or jacket copy which, while they may be "biased," may also be helpful, especially the author's qualifications for writing a nonfiction book.

Most of us could do without the elaborate adjectival trimmings. However, the children probably like to know that the author shares his or her apartment with two, four, or six Siamese cats (Siamese cats are almost becoming a standard joke).

—*From "The Dachshunds of Mama Island."*

It is less of a joke, decidedly, when the jacket-copy writer makes statements that are misleading. I handed a book on a certain Asian country to a member of my summer university class who was from it. He read on the jacket flap that since World War II the Western and Communist powers "have been working for control of" his country. This, needless to say, he did not appreciate.

Nevertheless, my sympathies, which they give way at times, are with the writers, because as an editor I wrote flap copy for years—and it is difficult indeed when doing it for twenty-five books to keep freshness of outlook.

AMELIA BEDELIA. *By Peggy Parish. Pictures by Fritz Siebel. Harper & Row.* 32 *pp.* $1.95. Amelia Bedelia, the new maid, slightly suggests the famous Mary Poppins, but she makes her entry discreetly through the doorway, on her two feet, instead of blowing in on the wind. This is purely a "silly" book, with no lesson to impart, but it will seem hilarious to young children. Amelia Bedelia is given a list of things to do while the family is out, and how she does them is the zenith of foolishness. Fortunately, the family is long-suffering—and Amelia makes such wonderful lemon-chiffon pie that they can forgive her for everything else. Pictures as funny (to children) as the text. Ages 4-8.

CRICKET IN A THICKET. *By Aileen Fisher. Illustrated by Feodor Rojankovsky. Scribners.* 63 *pp.* $2.95. "Out of the trees/with rustly sleeves/fall wonderful colorful autumn leaves/. . . Everything falls from There to Here . . ./No wonder we call it/the fall of the year."

Now that crickets are "singing" at the tops of their "voices" and the leaves will soon be turning, this should be a useful and pleasant little book to have around the house. Children like Aileen Fisher's verses, and they will enjoy the Rojankovsky illustrations, which are realistic and charming. Some science-wise children may spurn the more imaginative touches; but, on the whole, children are imaginative, too. Ages 4-8.

UNCLE SHELBY'S STORY OF THE LION WHO SHOT BACK. *By Shel Silverstein. Illustrated by the author. Harper & Row.* 98 *pp.* $2.95. A short while ago I mentioned that the Cub Scout manual notwithstanding, I did not know any lion-hunting stories for seven- or eight-year-olds. Here is one, but in this there is a reverse situation: the lion shoots the hunters. He does a lot of other things besides—100-per-cent zany things. The boys will not mind "Uncle Shelby" climbing in and out of the story as he does; and the line drawings are as zany as the story. Ages 6-10. (9?)

SIR KEVIN OF DEVON. *By Adelaide Hall. Illustrated by Leonard Weisgard. Lothrop.* 28 *pp.* $2.95. While we have had an supply of dragons recently, this is a decorative picture book and it does have a different slant. The dragon seems to be an automated one, for it runs on wheels and its machinery fails before young Kevin has a chance to kill it. For his brave intentions, however, he is knighted.

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Brave men, thought the king
› like gifts and surprises,
y come in all shapes
.d they come in all sizes.

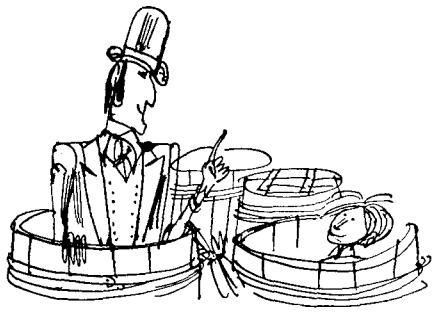
The rhyming text swings along easily, on the whole, and small boys are bound to like Kevin. He's eleven, because that rhymes (presumably) with Devon. Ages 5-9.

DAME WIGGINS OF LEE AND HER SEVEN WONDERFUL CATS. A Humorous Tale. *Written principally by a lady of ninety. Edited with additional verses by John Ruskin, L.L.D. With drawings by Robert Broomfield. McGraw-Hill.* 32 *pp.* $2.75 A lively new edition of a very famous rhymed story to which Ruskin added four verses, and Kate Greenaway four pictures (shown on endpapers). Ruskin's verses, amusingly enough, were concerned with what the cats learned in school and out. Ages 4-8.

THE DACHSHUNDS OF MAMA ISLAND. *By Florence V. Mayberry. Illustrated by Janina Domanska. Doubleday.* 96 *pp.* $2.95. The strange title and the quantity of dachshunds (nine) would make almost anyone stop to look at this book. The fact that the story takes place off the coast of Alaska, with the pictures showing Jeanne-Marie and the dogs against Alaskan scenery, is all to the good. There is adventure, Jeanne-Marie has a struggle to t-" the truth, and at the end she firmly nces that she has "grown up." In of minor defects this a book that younger girls will enjoy. Ages 7-10.

BOB FULTON'S AMAZING SODA-POP STRETCHER: An International Spy Story. *By Jerome Beatty, Jr. Illustrations by Gahan Wilson. William R. Scott.* 240 *pp.* $3.50. A soda-pop stretcher is an exciting invention in itself—but when it turns out to have international involvements things really begin to move. This takeoff on spy and science fiction stories is wisely given as a leading character a scientist who speaks *all* languages including Welsh. The villains are two apparently innocent old ladies who sit and knit (code messages) and solicit aid for the Arawak Indians (ex-

Amazing Soda-Pop Stretcher."
—From "Bob Fulton's



—From "By the Great Horn Spoon!"

tinct). It reminds me of a real spy case during World War II in which everything seemed most innocent but wasn't. The pictures are as delirious as the story. Ages 9-14. (12?)

MIRANDA AND THE CAT. *By Linell Smith. Illustrated by Peggy Bacon. Little, Brown.* 44 *pp.* $2.75. This is the tale, brief unsentimental, but moving, of an alley cat —the thin, wild, scrappy kind—and of Miranda, who loved cats but could not make friends with this one. When Cat was injured by a car, however, it was to Miranda that he came—and she took him to the vet. Only Peggy Bacon could picture the bandaged cat that accepts Miranda's further ministrations with hate in his eyes. The ending, one of modified happiness, is true both to Cat and to the little girl. Ages 7-11.

NEVER YOUNGER, JEANNIE. *By Elizabeth Witheridge. Drawings by Virginia Lee Bates. Atheneum.* 150 *pp.* $3.50. It was 1914 and Jeannie, whose parents had left for England, traveled from California to Michigan to stay at her grandparents' farm. There were many new adventures for her: snow actually falling, below-zero weather, and the experiences of the farm. Although this is an episodic story and climaxes could have been built up a little more, it has charm and pleasant, sketchy line drawings. The main threads that hold the story together are Jeannie's anxiety as war breaks out in Europe, and the appealing story of her special interest in Blossom, the blind cow. Ages 8-12. (11?)

BY THE GREAT HORN SPOON! *By Sid Fleischman. Illustrated by Eric von Schmidt. Atlantic-Little, Brown.* 193 *pp.* $3.75. "A sailing ship with two great sidewheels went splashing out of Boston harbor on a voyage around the Horn to San Francisco. Below decks, in the creaking darkness of her cargo hold, there sat eighteen barrels of potatoes. Inside two barrels, side by side, there squatted two stowaways."

With that we are off. When the lid rises from one potato barrel, and an elegant gentleman in a black broadcloth coat, a bowler hat, and spotless white gloves emerges, we know we are off on a rollicking, tall tale. Praiseworthy, the butler, is followed by Jack, a schoolboy of twelve, with "a yellow scribble of hair" and "pepper-black eyes." Almost anything that might happen and many things that might not crowd each other in this delightful yarn. An expensive book, to be sure, but that's because of the "profusely illustrated" on the jacket. The sketchy illustrations are tongue-in-cheek also. Ages 8-12.

Fiction

Continued from page 38

(which came out in 1959) takes place in the early 1950s. The characters who are adults at that time spent their formative years in the pre-Communist "regency" period to which Eszter's narrative repeatedly returns in flashbacks. That her childhood poverty helped turn her into what she became is a point not directly made, but it is certainly implicit; the harm the ill-fitting, hand-me-down shoes caused to the feet of the girl persists, like flaws of character, into her adulthood. Yet the story is never openly doctrinaire. It is for the most part a more than ordinarily interesting account of a group of people seen at once in fierce clarity and subtle distortion, through the narrator's heightened dramatic vision.

—Harry T. Moore.

Fantasy in the Darkroom: Yates Paul is a boy of thirteen who divides his time between working in the darkroom of his father's photography studio and the world of fantasy. He would like to enter the harsher world of adult reality, but it is a big, tough step to take. His father is no help; he gave up long ago, and settled for self-pity and secret, after-hours photography sessions. The studio is also a hideout for Jane, the attractive secretary-receptionist who married and divorced at too young an age and is reluctant to reinvolve herself with men. These three represent almost the entire cast of *Yates Paul, His Grand Flights, His Tootings*, by James Baker Hall (World, $4.50).

Mr. Hall has twenty-eight years of living behind him, plus a Wallace Stegner Writing Fellowship, which he held at Stanford University. Judging by what is probably an autobiographically-based first novel, he has some fine books ahead of him once he has gotten the sensitive-plant-among brambles bit so dear to the hearts of first novelists out of his system. Not that *Yates Paul* is a bad book; far from it. It is just that after one has acknowledged that Mr. Hall has created a real boy in Yates, all that is left to say is "So what?" There is nothing to hold interest. A series of incidents substitutes for solid plot. As to the ending, how Yates, his father, and Jane each come out is never in doubt.

It boils down to this: If you want to watch a real little boy going through the kind of days real little boys go through, read the book. You'll learn about Yates Paul, but not about yourself. Whatever your decision, make a note to watch for James Baker Hall's next novel. —Haskel Frankel.

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BOOKED FOR TRAVEL

Colloquy and Pillory

VOIT GILMORE is an affable, energetic man of full purpose who works for the United States. Nobody knows the trouble he has seen.

When the United States Travel Service was established in 1961, Mr. Gilmore was appointed as its first director. The purpose of the Travel Service is to promote tourist travel to the United States, a noble campaign with two obvious benefits: it brings dollars to this country and thus helps rectify the imbalance of gold, and it also serves to acquaint foreigners with the curious ways of a democratic people, a further aim of our huge complex of propaganda machinery. It would seem on the face of it that all America would be behind Mr. Gilmore, for no propaganda, however ingeniuosly devised, can properly match the effect of letting foreign visitors see the country for themselves. Inhaling democracy right where it is being cooked will never be approximated by all the news pictures and heads of Lincoln that we use to decorate the offices of the USIS abroad. Nor will a booth in a fair at Belgrade equal the effect of bringing strangers from abroad to see a fair in Iowa.

Gilmore was appointed by Secretary Hodges and charged with the responsibility of creating the new bureau. Although virtually all foreign governments, from Korea to Yugoslavia, and not discounting such high-flying ones as France and Great Britain, had long since set up federal travel bureaus, the United States was merely content to accept immigrants. It had never been in the tourist business, and during the days following World War II, one had the feeling that the national, or governmental, attitude was disdainful of the whole concept. We even patronized the European nations by showing them how they could set up travel programs that would attract American citizens who would, cooperatively enough, carry their dollars overseas and spend them lavishly, thus bringing aid to foreign countries at that time short of dollar currency. Transfused with greenbacks, these nations would then be able to buy our goods.

Suddenly, a few years ago, we discovered we were rather short of dollars ourselves and Washington decided to drop its cavalier attitude toward tourism. It suddenly discovered the benefits that would be derived if Western Europeans came here on their vacations, if Australians on their periodic trips to Mother England would travel by way of the United States, if the Japanese would be set loose with their cameras in Hawaii and California.

The crash program set up by Mr. Gilmore called for the establishment of travel offices abroad similar to those that foreign governments operate here, and the commencement of a campaign of advertisements in foreign journals similar to the commercial announcements that foreign nations place in our press to beguile Americans. It took about six months to crank up the program, and it wasn't until the calendar year 1962 that some results could be seen. In that year 604,000 business and pleasure travelers visited our pearly shores, an increase of 89,000 or 17 per cent over the previous year. The percentage of increase was double the average annual increase of the previous ten years. These figures represented facts gathered from all overseas countries, but the efforts of the Travel Service covered only forty-five countries, and from these precincts the average increase of visitors was up 23 per cent while the areas not covered by the new agency actually slid 8 per cent.

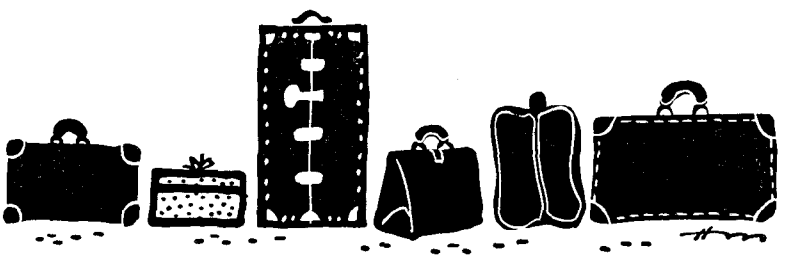
During the first four months of 1963 some 179,504 visitors arrived at our ports, an increase of 22 per cent over the previous year. What good had been done in the amorphous field of international understanding is rather hard to measure, but the fiscal facts were immediately clear. Each visitor from abroad was leaving an average of $407 in the United States, not including what had been spent on the cost of transportation over and back. M[illegible] this business was falling to U.[illegible] carriers, bringing more dollars back home.

What had caused this increase—and even better days seemed sure to come—were the six offices which the Travel Service had set up in London, Paris Frankfurt, Mexico City, Tokyo, and Sydney, supplemented by the travel promotion officers who had been assigned to Rome, Bogotá, Colombia, and Sao Paulo. A half-million posters went out portraying the pleasures of the U.S.A. Travel displays were placed in foreign trade fairs, travel films were shown over and over, thirty seminars and promotion tours sponsored by private industry were inspired by Gilmore's department. Twelve million pieces of literature, maps, calendars, tour planners, regional folders, bill stuffers, and brochures fell like a blizzard on the rest of the world. Travel advertising hit eight markets with 375 different advertising insertions. Travel writers from nine countries were taken on a thirteen-state tour and fifty articles appeared abroad. Another 135 articles written by professional showed up in overseas publications. The estim[illegible] readership was about 100 million.

IF it accomplished nothing else for the money spent, the Travel Service deserves a vote from the people of the United States for its part in cleaning up the miserable conditions that existed at our ports of entry where every arriving passenger, U.S. or foreign, was considered a guilty criminal until proven an innocent, upstanding citizen. After creating a smiling attitude at our borders, one of the most remarkable transformations of modern times, it set about creating an auro of welcome among our citizens. A campaign called "Company's Coming" was organized, urging American citizens to make the new visitors feel comfortable on these strange shores.

For the propaganda effect alone in bringing people to this country, it would have been worth it to devise a "tourist dollar"—a devalued script currency designed to make a trip to America possible for a greater number of people. If that thinking seemed too advanced, the same idea was accomplished when the Travel Service led industry to the creation of special low-cost fare[illegible] for foreign visitors. A 99-day, $99 bu[illegible] of the United States was innovated, [illegible] road coaches offered discounts, and eight local airlines instituted flat-rate plans.

All this was accomplished by a staff of twenty-four people, twelve of them



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abroad and twelve in the United States. It was a job of which the nation could proud. Even a Congressman might happy, and some were. But John Rooney, who is sent to Congress by the citizens of Brooklyn, thought otherwise. Unfortunately for Mr. Gilmore, for his superior Mr. Hodges, and, indeed, unfortunately for the people of the United States, Mr. Rooney launched air attack. And Mr. Rooney is chairman of the Subcommittee of the Committee on Appropriations for State, Justice, Commerce, and the Judiciary.

Mr. Rooney thinks foreign expenditures are a boondoggle of some sort. When hearings on a new budget for the Travel Service were about to be called, Rooney was ready on the battlements. He had long since dispatched his minions abroad, at the peoples' expense, where they spent their days thumbing through the files of the U.S. Travel Service offices. Some of his investigators, not lucky enough to be tapped for trips to the offices where the Travel Service has headquarters, spent their time gumshoeing through its offices in Washington.

What was produced in Washington when the Travel Service sought to achieve a budget of $4,200,000, an crease of $900,000, was a colloquy t seemed strange even for Wash- gton. It began with Mr. Rooney's relatively mild inquisition of Secretary Hodges. The Secretary of Commerce stated that he was requesting a budgetary figure for his Travel Service which represented a slight increase over previous spending. Then it began.

MR. ROONEY: You opened a Travel Service office in Tokyo?

SECRETARY HODGES: Yes. I was there personally.

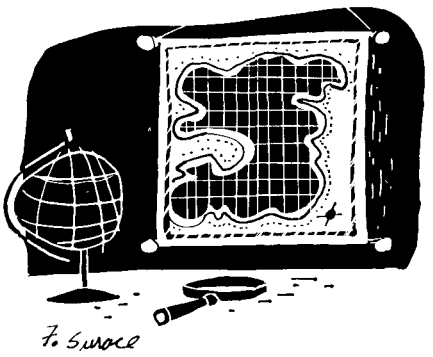
ROONEY: Was it not the fact that the Ambassador and the people in the embassy advised against it in writing?

HODGES: I do not recall that they did. They may have. I do not recall it.

Mr. Rooney then embarked on a lengthy dissertation quoting an investigative report which purported to show that the establishment of an office in Tokyo was ill-advised. He followed that by aiming a fusillade at a manual of operations produced by the Travel Service at a cost of $10,109. Then came barrage leveled at the insigne which s created for the U.S. Travel Service at a cost of $14,773. He bombarded an expenditure of $2,141 for 200 sets of cuff links and twenty-four bracelets inscribed with the Travel Service insignia, designed as gifts for foreign nationals.

Asked Rooney: "Do you think it is good business and investment to distribute $10 cuff links as gifts?" Hodges replied, "I think wherever they have been given they have had a good effect." Then Rooney hit at the hiring of a New York interior decorator to decorate the offices of the Travel Service abroad. He tried to draw a link between "the man who thought up this Travel Service" and Walter Johnson, an advertising executive specializing in travel accounts, who had won part of the contract for the government's travel agency.

Rooney's give-and-take with the Secretary was a docile overture to the colloquy, if it can be called that, when Gilmore was called. It was all give and



no take. Gilmore got exactly ninety words of his general statement out of his mouth before Rooney cut him off. "What did you do with regard to Japan in the last year?" he asked. He threw rapid-fire questions that demanded yes-and-no answers and when the sequence was all-over he indicated that Gilmore had wasted, without suitable return, $125,000 of the taxpayer's money. Gilmore pleaded for an opportunity to explain other facts concerning the opening in Tokyo. Rooney assured him he would get it.

In truth such an opportunity never came. Rooney and another committeeman, Frank T. Bow of Ohio, kept up a constant cross-examination in the style adopted by district attorneys eager to break a criminal and make a political future for themselves. Mr. Bow, a past master at asking a question and then interrupting before the answer is completely given, occupied himself with establishing that Gilmore's efforts in South America brought few visitors to this country. When Bow felt he had nailed the witness to the wall on that account, he was off, offensively enough, demanding why the United States Travel Service doesn't sell Italians on coming to this country aboard Pan American and TWA instead of on Alitalia. It was explained on the record that this tack might antagonize foreign carriers and foreign countries and it was felt that the carriers ought to create their own competition. Mr. Bow exited by saying, "In my opinion we ought to let the individual carriers do the whole thing."

Bow turned the role of inquisitor over to Mr. Rooney and started to leave. Gilmore thought he should have a chance to answer the allegations that Bow had made about South America. Rooney assured him he would get an opportunity later. That chance never came, either. Rooney was too eager to dig into such potentially juicy bits as how much was spent on the Tokyo office of the United States Travel Service, why carpeting was bought in Hong Kong instead of in the good old U.S.A., whether foreign champagne was served at the opening ceremonies, and whether cuff links and other trinkets were given out. It developed that $74,525.27, in dollars, had been spent with Tokyo companies.

ROONEY: Is that in line with the over-all policy of the Travel Service, that is, to corect the balance of payments situation? This is $74,000 or $77,000, but it is just in one office.

GILMORE: The figure you are referring to includes the $50,000 rent for three years. . . .

ROONEY: Yes. These are all American dollars in just this one office, whether it is $75,000 or $77,000 it is all American dollars spent with Japanese firms.

GILMORE: I pointed out that the large item of $50,000 was unavoidably spent in Japan because it covered rent in Tokyo. I would answer your general question by saying it is obviously our mission to help the balance of payments situation of the U.S. Government and in designing and furnishing the offices—

ROONEY: We are going to save an awful lot of time if you will desist from making speeches and answer the questions. We will save an awful lot of time that way. You are going to have an opportunity to answer every question, but if you can say yes or no at the outset, we may save time. We will then give you a chance to explain the yes or no.

Rooney's speech against speeches was a perfect mousetrap. Gilmore tried to avoid it.

GILMORE: The object of our expenditures was to make the office an attractive one with—

ROONEY: I am not interested in that. I am interested now in the question as

(*Continued on page 75*)

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SR GOES TO THE MOVIES

The Duty to Enjoy

IF THERE is any one basic tenet underlying the operation of America's motion picture studios, it is that they are in the business of providing entertainment. They want to make us laugh, to make us happy, to help us forget the stresses and strains of our humdrum existence. Any other message, they maintain, is for Western Union. And we, the recipients of this largesse, are expected to enjoy, enjoy. It is our duty to enjoy. We must return to our cheerless flats or mortgaged homes refreshed, invigorated, and secure in the knowledge that everything works out for the best in this best of all technicolored worlds.

It is a theory that Hollywood cherished well before the movies learned to talk. Nor is it to be faulted, if it works and when it works. But for all their brash statements that this is what pictures are all about, the producers and directors grow curiously defensive whenever one accepts (or dismisses) their films as mere entertainment. They want more. They want respect as artists as well as the profits that their easy, sure-fire attractions will wring from the box offices.

Unfortunately, while it is easy enough to predict that *The V.I.P.s*, for example, will undoubtedly do land-office business wherever it is shown, it is also disconcertingly simple to discern

the mechanisms of casting, plotting, and mounting that produce this kind of success. Co-starring Richard Burton and Elizabeth Taylor immediately after *Cleopatra* may have required a bit of nerve, but it certainly required no special perspicacity; and a supporting cast headed by such capable and ingratiating performers as Louis Jourdan, Margaret Rutherford, and Orsen Welles was the best possible extra insurance. In addition, Terence Rattigan's screenplay, concentrating on the marital and financial problems of half a dozen very rich citizens forced by the fog to hole up overnight at London's airport, provides at once the clothes, the settings, and the characters that are the sum and substance of ladies' magazine literature.

The V.I.P.s is overwhelmingly a safe film, but it is also an entertaining one. The talk is bright, the characters are sharply drawn, the production is polished and handsome. But like the icing a store bought cake, it is designed conceal the flat, unpalatable dough inside. Certainly, when Maggie Smith, Rod Taylor's loyal and loving secretary, makes a maudlin appeal to tycoon Burton for the hundreds of thousands of pounds that will keep her boss out of jail, we are skirting the edges of dramatic credibility. But when Burton whips out his pen and autographs a blank check for an utter stranger, we soar into realms of pure fantasy! This is the dream factory at work, spinning out the dreams of millions of lovesick Maggie Smiths everywhere. We can only marvel at its efficiency—and its cynicism.

Melville Shavelson's production of *A New Kind of Love* ices the cake another way. The story is not unlike those concoctions that used to star Claudette Colbert some thirty years ago. Miss Colbert, only partially disguised in horn-rimmed glasses and mousy hairdo, would go along for three reels as the prim and competent secretary that no one ever noticed. Then, suddenly, at the top of reel four, she would whip off her glasses and the boss would exclaim, "My God, you're beautiful!" This time the girl in t glasses and hairdo is Joanne Woo ward, playing a fashion designer instead of a secretary. Shavelson's other switches are a dialogue that could never have squeaked past the Hays Office in Miss Colbert's day and a display of camera pyrotechnics and trickery too long absent from the contemporary screen. But when you come right down to it, the only really new element in *A New Kind of Love* is its revelation that Miss Woodward, one of the screen's best dramatic actresses, has also become one of our ablest, most endearing light comediennes, with much of the tang and sparkle of the well-remembered Carole Lombard. Without her, *A New Kind of Love* would have been merely a re-glossing of a very old type of picture.

Although *Mary, Mary* is based upon Jean Kerr's relatively new and phenomenally successful stage play, Mervyn LeRoy's heavy-handed production—abetted by Richard L. Breen's constricting script—makes it look and sound about as contemporary as an Avery Hopwood farce. The small cast, headed by Debbie Reynolds and Barry Nelson, declaims as if all characte were five blocks away instead of wor ing within what is undoubtedly the tiniest set since the introduction of the wide screen. One senses the company's dedication to entertainment, but this entertainment is singularly without joy.

—ARTHUR KNIGHT.

One Lion, Once

By Robert Canzoneri

HO, Androcles!
What do you say went on
From when the lion scratched off in the dust
Toward you as meat and bone
And, roaring to his lean and hungry guts
The end of grumbling wait,
Bore down? What shifted in those preying eyes
As, closing, you grew featured
And the features made a face? What lies
Would not reach truth too late
But failed the heated lion's sight, as face
Became not one man's meat,
But Androcles?
We could ask Plato, looking back, to place
The abstract qualities
Of this into a scheme: how many rungs
Of love a beast can seize
In one great charge, to land (with rasping lungs
And flesh starved to his bones)
Muzzling like a milk-fed cat at ease
Against you on your knees.

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TV AND RADIO

The Segregationist Pinch

SEGREGATION and integration are terms that need not be limited to civil rights and race relations. They have, in fact, a special relevance to a television situation in Georgia.

The Georgia Association of Broadcasters represents that state's eleven commercial television stations. Raymond E. Carow, president of the GAB, recently made an official demand that Georgia's three educational television stations adopt a strict policy segregating education from entertainment. The commercial broadcasters, curiously, are integrationists in this area. Every three years, when their licenses come up for renewal before the FCC, they take credit not only for entertaining but also for educating the public through their news and informational programs. Commercial broadcasters, as a national group, often object to being classified exclusively as purveyors of entertainment, arguing persuasively that the dividing line between education and entertainment is difficult to define precisely.

Mr. Carow, who is general commercial manager of WALB-TV in Albany, Georgia, had no difficulty defining that dividing line for educational broadcasters. He contended recently before Georgia's Board of Regents that the feature movies *Captain's Paradise* and *Bread, Love and Dreams* are not educational and should not have been shown on ETV. *Tale of Two Cities*, on the other hand, a movie based on the Dickens novel, passed muster as an educational film. He urged the Board of Regents to appoint a committee to "advise" the educators on how best to operate their ETV stations in the public interest. Commercial broadcasters, he asserted, would be very helpful members of such an advisory committee. The GAB was concerned, its president said, not only with the occasional showing of movies in prime-time evening hours by WGTV, the University of Georgia station at Athens, but also with a program on waterskiing that carried a brief identification of an outboard motor company (although FCC rules for ETV stations permit both practices). Mr. Carow said he was also worried about the projected number (fifteen) of ETV stations in Georgia, and about the alleged broadcasting by the educational stations of too many "cultural programs" as opposed to hard-core instructional material. As this is written, the Regents have not acted on the matter. Georgia's ETV people appear to be doing a good job and, as many Georgia newspapers have remarked in editorials, it would be rather surprising if the Regents agreed that the ETV people need "advice" from the commercial television interests in their state.

Mr. Carow explained in a telephone conversation that his charges about feature movies on ETV are only part of his concern. (From Gerard L. Appy, at WGTV, I had learned that the university station at Athens had shown 162 movies in three years, a mere 3.75 per cent of its total time. Most of the films are foreign classics which commercial broadcasters would hardly find attractive, although some have also been shown on commercial stations.) Mr. Carow said that he had stopped the showing of *The Caine Mutiny* on an ETV station in Waycross, Georgia, 120 miles from Albany, because the same movie was to be shown on his commercial channel and he had an "exclusive" deal for his territory with the film distributor.

The university stations have been applauded by many viewers and by the Georgia press for offering superior films and programs that reach out for a general rather than a highly specialized audience. Mr. Carow takes a dim view of all this. "I get tired of these cultural people," he told me. "I have a college education but I don't want TV to produce culture. The people who program these stations are eggheads, and they put on what *they* like, hifalutin programs that are not reaching everyone. As a taxpayer and a citizen,

they're using my money, and I think they should aim at a lower educational level. We have a high rate of drop-outs in our rural schools, and I think ETV should serve them. You don't start upgrading people by playing wild things like Pablo Casals. You should start with 'Twinkle, Twinkle, Little Star' and not a *Brandenburg Concerto*."

The commercial broadcaster conceded that he and his colleagues were worried about competition for audiences from the educational broadcasters. Network spokesmen have urged that ETV should strive to be competitive in order to realize its fullest potential, and in a few large cities where educators have shown some feature films, big stations have offered no complaints. The smaller operators feel the pinch, however, when ETV, with peanut budgets, imaginatively goes after broader audiences in a pattern of general "education and entertainment." But what the commercial broadcasters are really feeling is not the integrationist but the segregationist pinch. What makes the feature films so successful on ETV is not only their quality but the fact that they are shown without commercial interruptions. Apparently it is this segregation of entertainment from the hard sell that pleases audiences and annoys commercial broadcasters. Ridley Bell, vice-president of the Georgia Association of Broadcasters, is reported to have commented: "These educators have the right idea showing feature entertainment movies, but they ought to have lecturers interrupting them to explain why they are educational."

—ROBERT LEWIS SHAYON.

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from The Weather's Criminal

By Edwin Honig

Cold

THE sunlight owes December
a tolerable afternoon
for a cold wind I remember
crippling a day last June.

Colder

The year runs down to December,
old coldhearted detractor--
"Life is the fee you must pay
all at a blow in the end."
Waking too early in darkness
I hear this endlessly spoken.

Smog

Faulkner, Hemingway, Cummings—
living each day,
we see such perfect round suns
go suddenly down
the empty black rim of our time.

Warm

Behind the railing
in the garden
I lie dozing
while sunlight speaks
its purpose like
an agate ring
flashed across
the iron gratings.

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Student Magazines

Continued from page 27

having entered by the western end, this car being the property of a permanent resident one Ernest Grubb, nineteen, who was in turn the property of a finance company. Ernest's fingernails were trimmed in black and there were black specks in the very centers of his various pimples, acnes, enlarged pores, and as yet unidentified blemishes associated with glazed doughnuts and self-abuse. Painted on both rear fenders of the car, though it was only a week out of the show room, were the words, VALENTINO RETURNS.

Various tragicomic episodes ensue, with the object in question, the divorcee, ultimately discovered to be the property of a gang of toughs. Throughout the story these renegades repeatedly dominate or circumvent the dictates of rural over-Americanization submitted to by Grubb and his companion (one tough even appears at an evangelist's tent in response to the clamor there for a visitation). Scarred by failure, Ernest Grubb finally ignores the delusions of his more enterprising sidekick and settles for the insalubrious charms of a hand-me-down nymphet.

A student of what has come to be known as Californiazation, Gardner admits to an affection for the eccentric humanitarianism of Nelson Algren, who shares with him a compassion for man dominated by his environment. Gardner likens Algren's gifts to those of Mark Twain, a progenitor whose shadow lengthens over Gardner's winning story as well. The somewhat Twain-like qualities of the story prompted George Plimpton to put it well ahead of any of the others submitted. "Gardner's style," he says, "is forceful, his characterizations are striking, and he observes with considerable humor—a quality, I might add, totally lacking in the other entries." Gardner has planned on becoming a writer since his early teens and is now devoting himself entirely to his craft. He is now writing on a stipend, having received the Joseph Henry Jackson award for the best West Coast novel-in-progress.

THE nonfiction contest winner is John Overbeck, a graduate last June from Georgetown University. His essay, "Richard Strauss: The Nature of Opera," appeared in the Fall 1962 edition of *Viewpoint*, the undergraduate magazine for expository writing.

The essay concentrates on Richard Strauss's relationship with his foremost librettist, Hugo von Hofmannsthal, and the theory of opera they develop in their correspondence. It concludes with a discussion of Strauss's last opera, *Capriccio*, which is a staging of his operatic theory through personification of its various elements. The purpose of Strauss's theory, or method, is discovered to be "the precise formulation of the text in such a way that word and music necessarily complement each other." The thesis of the piece is that "Strauss's own work can never be understood or gain the appreciation it deserves without the comprehension of that theory as a basis for approaching these works."

Overbeck seeks to impress the reader with the fact that Strauss is a first-rate dramatic intellect. He believes Americans ought to know Strauss's mature work, not just the orchestral pieces he composed prior to 1900.

The essay is rare among the seventy entries for having a point of view and for communicating that point of view to the reader with clarity and conviction. Paul Pickrel is disappointed with the other entries primarily because they lacked an incisive approach to their subjects and often appeared to be course papers rather than essays. "On the whole," he writes, "the nonfiction in college literary magazines that I examined does not seem to me to be of high quality. I am struck by the absence of conviction or commitment in these essays; I cannot remember a single one that attempted to change the reader's mind about anything, though the best did attempt to enlarge the reader's experience. . . . I would like to see in the writers of nonfiction more openness to the world around them and less imitation of stale academic and literary models."

Overbeck's interest in opera grew out of his experience with the Georgetown Glee Club and its director, Paul Hume. Hume is also the drama critic for the Washington *Post* and is considered unique by his students for his ability to teach and, in a sense, popularize the arts as well as to write critically about them. His approach to the arts is somewhat reflected in Overbeck's essay, and understandably so, for Overbeck hopes to merge his own interest in literature (he was a classics major) and music (he plays three instruments) in a career similar to Hume's. He plans to work for a year in his home town, Philadelphia, before engaging in further study.

Paul Pickrel notes that the quality of a magazine bears little, if any, relation to the academic prestige of its college. A list of the honorable mentions in each category comprises an interesting variety of institutions; including the winning entries, the fourteen different colleges represented offer nearly as much variation in size, location, curricular emphasis, and so on tone as can be found among all the colleges and universities taken together. The honorable mentions:

MAGAZINE: *Riata*, University of Texas; *Echo*, Hunter College; *Juggler*, Notre Dame University.

POEM: "And Can You Say You Have Seen the Frolic," by Nash Basom in *Crucible*, Earlham College; "Priam's Boy," by Nancy Nowik in the *Mundelein College Review*, Mundelein College.

SHORT STORY: "Cheese and Rye with Beymer," by Lawrence Lock in the *Marquette Journal Quarterly*, Marquette University; "Fourth of July, Corn Knee High" by George Young in *Archive*, Duke University; "Over the River and Through the Woods," by Robin O. Metz in the *Nassau Literary Magazine*, Princeton University.

NONFICTION: "The Bottom of the World: A Policeman's Journal," by T. Michael Walker in *Transfer 15*, San Francisco State College; "Westover: Virginia Life in Art," by Kathleen Neils in *Ariston*, College of St. Catherine; "A Good Way of Life," by William Billiot in *News Patterns*, Nation College.

Though the colleges listed afford no apparent pattern for generalization on the subject, it is often easy to see the conditions on a given campus that produce a climate conducive to a good magazine and, to some extent, to good writers. At Bennington and San Francisco State (which fostered both a winner and an honorable mention) the fine arts and creative writing in particular are firmly entrenched in the curriculum. Since the college professes interest in the aspiring writer, more often than not the writer will attend the college. Contributions to the literary magazine, both financial and editorial, are thus assured. Only good editing is then needed to produce a good magazine.

In all probability, however, no campus could ever engender all the elements of what seems to be the ideal environment for a literary magazine: 1) the spirit of revolt and something to do battle with; 2) a state of ideological metamorphosis; 3) access to the tools of craftsmanship in publishing and to the appraisal of literary critics; 4) an integration of the arts into the curriculum and into the concerns of student faculty, alumni, and the administration. Much of each of these elements would seem to be beyond the control of any college administration. But that only makes it all the more remarkable when they occur.

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EDUCATION IN AMERICA

Education Editor: PAUL WOODRING

Associate Education Editors: JOHN SCANLON, JAMES CASS

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Conant's Report on Teacher Education

THE new Conant Report, *The Education of American Teachers* (see p. 53), released this week, is an informed analysis of problems that have plagued the educational world since the first efforts were made to provide professional preparation for teachers. It includes recommendations which, if translated into action by state legislatures, school boards, colleges, and school administrators, will bring about significant changes in teacher education and certification. Conant's first recommendation (see page 56) is so far reaching in its implications that it makes those of previous investigators—even those of the most severe critics—seem pallid by comparison.

The report is based upon a two-year study which took Dr. Conant and his staff to seventy-seven colleges and to the state offices which grant certificates to teachers in the sixteen most populous states. It comes after a long debate based upon differing views of the nature and purpose of education which has included acrimonious dispute between academic scholars and professional educators—a dispute that came into public view a decade ago with the publication of numerous books and articles sharply critical of existing practices in teacher education. The story of this debate is told dispassionately in Conant's opening chapter, which is our lead article this month.

The conflict has also taken the form of a power struggle among the various lay and professional groups which have sought to control teacher education through certification. In a chapter titled "Who Guards the Gates?" Conant examines the often repeated charge that both the public schools and the colleges that educate teachers are controlled by an interlocking directorate of professional educators located in state offices of education, the NEA, and graduate schools of education. After an extensive investigation he concludes that such an establishment does exist and wields great power, but that "the public interest is well served when there exists a clearly identifiable group of people who assume continued responsibility for the operation of the public school system. The existence of an educational 'establishment' is, in my judgment, as it should be. Without it no one could be called to account." But he adds, "I think it must be said that in almost every state the establishment is overly defensive; it views any proposal for change as a threat and assumes that any critic intends to enlarge its difficulties and responsibilities while simultaneously undermining its ability to bear them. In short, there is too much resentment of outside criticism and too little effort toward vigorous internal criticism. In some instances I found the establishment's rigidity frightening."

To escape this rigidity Conant proposes that the responsibility for designing programs of teacher education be shifted from the state departments of education to the colleges and universities that educate teachers. Conant bases this recommendation on the fact that he can find no firm evidence as to which kind of college courses make the difference between effective and ineffective teachers. Lacking such evidence he concludes that each college or university should be free to experiment with its own

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new ways of educating teachers.

Under the Conant plan the state would require only that each teacher be a college graduate who has demonstrated competence during a period of practice teaching in a public school approved by the state where he would be supervised jointly by selected public school teachers and a "clinical professor of education" from his college. Except for this period of about a half semester, each college would be entirely free to plan new programs for teachers and to decide how much emphasis should be placed on liberal education, subject specialization, and professional courses.

It is *not* Conant's contention that the conventional liberal arts program provides adequate preparation for teaching or even a sound liberal education. He says, "A cynic might be tempted to define liberal education as a four-year exposure to an experience prescribed by a group of professors, each of whom has prime allegiance to his own academic discipline. The programs in many institutions seem to have been developed not by careful consideration of a group but by a process that might be called academic logrolling."

BUT the problem is not solved merely by adding a list of professional courses to the academic program because "Professors of education have not discovered or agreed upon a common body of knowledge that they all feel should be held by school teachers," he says. "When one examines courses in education one finds almost as much confusion as exists in general education. . . . Here the cynic might well say that the professors are jealous of their share of the student's time but are ill prepared to use it well." And, he continues, "Given this lack of evidence and consensus one can only conclude that the time has not yet come when the educational sciences can play the same role in the training of teachers as the medical sciences do in training doctors . . . except for practice teaching, and the special methods work combined with it, I see no rational basis for a state prescription of the time to be devoted to education courses, whether or not an attempt is made to specify the content. I see even less excuse for prescription by a voluntary accrediting agency whose decisions become in one way or another assimilated by a state authority."

The "voluntary accrediting agency" which Conant has in mind obviously is NCATE—The National Council for Accreditation of Teacher Education—which has recently been the subject of widespread controversy. Conant recommends that the governing council of NCATE should be broadened to include distinguished citizens, scholars, and laymen but adds, "even given such enlarged representation, no strictly private group should have delegated to it, either directly or indirectly, the power to determine which institutions may or may not legally prepare candidates for state certification. . . ." He believes that NCATE and the regional accrediting associations should serve as advisory bodies only.

NCATE accreditation has been used as a basis of reciprocity to facilitate the migration of teachers from state to state but Conant doubts that such an institution is needed to achieve this purpose. He recommends that whenever a teacher has been certified by one state his certificate should be accepted by all other states. This would put an end to such localized certification requirements as courses in "Texas History" or "Washington State School Law."

These recommendations will be greeted enthusiastically by those educators who are experimenting with new programs in teacher education because they would give them much greater freedom to try new approaches. Professors of education who have made careers in teaching specific subject matter of a professional nature will understandably be alarmed.

Colleges will discover that with the greater freedom will come much greater responsibility. Under Conant's plan each college authorized to grant teaching certificates would be required to attest that "The institution *as a whole* considers the person adequately prepared to teach in a designated field and grade level." This would make it more difficult for college professors to blame the state departments of education (or the professors of education in their own colleges) for poor teaching in the public schools. If, for example, a high school teacher of English proved to be incompetent, the English department of the college, which granted his certificate to teach, clearly would be responsible.

Although he advises state certification authorities to give complete freedom to colleges, elsewhere in his report Conant offers his personal advice to colleges regarding their own program making. He recommends a 60 semester hour sequence of general education which, on paper at least, does not sound greatly different from that found in the better state colleges today. For high school teachers he proposes stronger majors with appropriate supporting fields rather than majors and minors and he gives his approval to two professional courses of three semester hours each, one in educational psychology and one in the history, philosophy, or sociology of education to be taught by professors well grounded in their basic disciplines. For elementary teachers he would add instruction in the methods and materials of instruction in the elementary school subjects with an emphasis on the teaching of reading.

Stronger programs of teacher education will require students of greater academic talent. Conant says, "I know it is often argued that there is no close correlation between teaching ability and intellectual ability (as measured by grades in courses or scholastic aptitude tests), . . . but I still maintain that we should endeavor to recruit our teachers from the upper third of the graduating high school class on a national basis. Why? Because the courses in the academic subjects that I believe important as a part of general education must not be pitched at too low a level or too slow a pace."

MANY of the recommendations are directed to local school boards which, says Conant, have been "scandalously remiss in failing to give adequate assistance to new teachers." He recommends that boards take specific steps to provide new teachers with every possible help in the form of limited teaching responsibility, aid in gathering instructional materials, advice from older teachers, shifting to more experienced teachers those pupils who create problems beyond the ability of the novice to handle, and specialized instruction concerning the characteristics of the local community and the kind of students the new teacher is likely to encounter.

He urges a drastic revision of salary schedules to provide a large jump in salary when a teacher moves from probationary status to tenure. But further salary increments should not be tied to course credits unless these lead to master's degree and the master's degree should always be based upon comprehensive examinations.

Conant disagrees with those who are trying to move toward the requirement of a fifth year for beginning teachers. He says we should continue to certify

About the Cover

Saturday Review's picture of a school gymnasium scene, painted by Jeanette Tresh, age 9, grade 4, P.S. 104, Brooklyn, N.Y., is typical of the work done by pupils in many schools in the New York City school system. A collection of pictures from schools throughout the city is displayed each year at Lever House on Park Avenue.

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h elementary and secondary teach- at the end of a four-year college ...urse and let them earn their master's degrees after an initial period of teaching as many do now.

There is much more in the report and we urge all those to whom it is addressed — state legislators, school board members, other laymen, and academic professors as well as professional educators—to read the document in its entirety.

Although his opinions are respected, Conant's word is not gospel and his report will not be without its critics. Educational philosophers will protest, as they have in the past, that Conant makes his recommendations without first indicating the philosophy of education on which they are based, and that he underestimates the importance of clearly stated goals. Other writers and investigators who have labored in the same vineyards, have anticipated some of Conant's conclusions, and have cleared the way for acceptance of this report, will be distressed to find their work ignored for Conant rarely gives credit except to members of his staff.

MUCH of the controversy will center upon Conant's first recommendation—that the 1150 colleges and universities that educate teachers be given complete freedom to plan new programs of teacher education without restrictions from state certification authorities. It is probable that even with such freedom many colleges would merely follow tradition. It is true also that many academic faculties are neither sufficiently interested nor sufficiently informed to accept their proper share of such responsibility. But, in a growing number of colleges, the academic and professional faculties already are hard at work on experimental programs in teacher education which deviate sharply from conventional practices. The Conant plan would give them much greater freedom to try new approaches. In the long run this should lead to better programs even though the immediate result would be great diversity.

Proposals as far-reaching as these deserve critical evaluation, and they will get it, but let us hope that the debate is not endlessly prolonged. This is not just another of a long list of reports to be read and filed away. Compared to those that have preceded it, including both those of professional educators and their critics, this report is more statesman-like and reflects a broader background of carefully considered evidence on both sides of each issue. It requires decision and action.

—P.W.

Books on Education in the White House Library

A permanent working library of 1,780 titles has been selected for the White House by a distinguished committee of scholars and bookmen, under the chairmanship of James T. Babb, Yale University librarian. The list of books, released last month, includes twenty-eight titles in education. Commenting on the list, Mr. Babb noted that not everyone could be expected to agree with the committee's selections.

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DEWEY, JOHN. Democracy and Education. Macmillan, 1929.

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SHOEMAKER, ERVIN C. Noah Webster, Pioneer of Learning. Columbia University Press, 1936.

BEALE, HOWARD KENNEDY. A History of Freedom of Teaching in American Schools. Scribner, ©1941.

CREMIN, LAWRENCE ARTHUR. The Amer- ı Common School. Bureau of Publica- ...ns, Teachers College, Columbia University, 1951.

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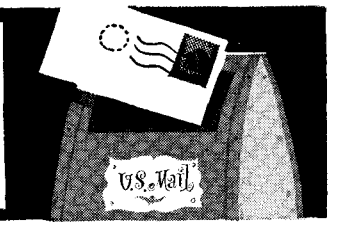
Letters to the Editor



INTERNATIONAL SEMINAR

READING Alvin Toffler's article on the Salzburg Seminar [*SR*, Aug. 17] prompted me to draw your attention to a similar program held each summer at Harvard. Like the Salzburg Seminar, the International Seminar offers a formal program of lectures and discussions; but it has the additional advantage of providing its participants with an actual experience of life in the United States.

ANN CAMERON,
Radcliffe, '65.

Cambridge, Mass.

MEXICO'S M.I.T.

THE ARTICLE by Petra Duffett about Mexico's M.I.T. [*SR*, Aug. 17] is extremely interesting. The Monterrey Institute of Technology is indeed doing a splendid job.

But why Mrs. Duffett objects to students taking an interest in politics, I do not know. If more students in the United States took an interest in politics, it would be better for them and better for the electorate at large.

Furthermore, in her listing of key problems of Mexico, Mrs. Duffett omits *the* most important one—overpopulation with its high mortality rate and its continual threat to the economy of Mexico.

MARGARET L. WHEELER.

San Miguel, Guanajuato, Mexico.

OVERSEAS SCHOOLS

AS A TEACHER of French in Newport News, Virginia, I have a vantage point from which to observe the products of overseas American schools [*SR*, Aug. 17]. Our locality is surrounded by military posts (navy, army and air force), and the children are generally sent to our public high school.

These children have attended such a smattering of schools, and consequently such a smattering of subjects, that they are suffering from variety as opposed to depth. What happens to the sixth grade child mentioned in Edward J. Meade's article who has been to eight schools on three continents? From the foreign language viewpoint, by the time he has finished high school he will undoubtedly have been required to study the native language in many of these schools, which may give him credits, but little of the ability that accompanies a continuous learning experience.

Some effort must be made to regulate the learning requirements of military schools overseas. Teachers who are employed should be required by their superiors to take more interest in students and less in sightseeing. With what I've seen in our school of 2,300 students, I can't believe that the overseas education picture is quite so pleasant as the article leads one to believe.

MRS. OLIVER E. SMIDT.

Ft. Eustis, Va.

A JOYFUL THING

RESPONDING to the suggestion that reading be taught in kindergarten to those children ready for it, Mrs. Charity Starrett asks [*SR*, Aug. 17], "Why should we take away from our children any of this joyful time of investigating and experimenting . . . of asking questions and helping to find the answers, of . . . running, skipping, and dancing?"

There is a good answer to this question, and I consider it regrettable that this answer is not obvious to Mrs. Starrett: *Learning is a joyful thing, too.* There are many children — a minority, perhaps, but still many — who are ready and eager to explore the lasting satisfactions of reading. Why should they not be permitted to add this pleasure to those listed by Mrs. Starrett?

GORDON G. EVANS.

Bedford, Mass.

TEACHER SHORTAGE

WE HEAR a great deal these days about the teacher shortage, but after three years in the teaching profession I am beginning to wonder if such a shortage actually exists.

I graduated from college in 1960. As of today, I find myself with certificates in three states—Montana, Oregon and California—and experience in Oregon and California. But I have no job.

I wonder if the shortage exists, if the teacher recruiters exist, or if I have acquired something that repels the latter—something even my best friend will not tell me about. There is only one certainty: no teacher recruiter will answer these questions for me.

DENNIS GARY.

Eugene, Ore.

EDITOR'S NOTE: *A shortage still exists, but it is spotty. In most parts of the country there is a shortage of well-qualified elementary teachers, of foreign language teachers for all levels, and of high school teachers of mathematics and science. There is an oversupply of teachers of men's physical education and some of the academic subjects in high school. In a future issue we hope to present a rundown on the current picture of teacher supply and demand in order that those preparing for the profession may plan more wisely.*

KIMBALL BATS .500

WILL someone please ask Professor Kimball to express his love for Balliol [*SR*, Aug. 17] by doing more thorough homework? Mr. Justice Harlan *might* have participated in the 1954 Supreme Court school desegregation had he had the opportunity, but he joined the court in 1955. The nine men who did make the unanimous decision were Chief Justice Warren and Justices Minton, Clark, Burton, Jackson, Douglas, Frankfurter, Reed, and Black.

MRS. R. C. CHALLMAN.

Minneapolis, Minn.

IN QUOTING the classics, authenticity is essential merit. Whether the same can be said of quoting "an impudent undergraduate" I am not sure. But the text of the rhyme depicting the state of mind of Jowett, Master of Balliol (page 51 of your August 17 issue), seems to me questionable. As I heard it, the lines are as follows:

My name is Benjamin Jowett.
If there's anything to know, I know it.
I am the Master of Balliol College,
And what I don't know isn't knowledge.

There may be a printed text somewhere which could settle this highly important issue.

WILLIAM ERNEST HOCKING.

Madison, N. H.

EDITOR'S NOTE: *Mr. Kimball reports that his source was* The Balliol Rhymes, *edited by W. G. Hiscock, deputy libraran of Christ Church College, Oxford, and published by the Holywell Press, Oxford, in 1955. The verse was written in 1880 by H. C. Beeching.*

TAFT'S OTHER HAT

INASMUCH as President Taft was not elected to the executive until 1908, wasn't it rather sneaky of him to appoint Dr. Fred Atkinson in 1900 to direct education in the Philippines? ("America's First Pea Corps," *SR*, July 20).

WILLIAM MCLAUGHLIN.

Chagrin Falls, Ohio.

EDITOR'S NOTE: *In 1900 Taft became head of the U.S. Philippines Commission, and it was in this capacity that he made the appointment.*

Coming Next Month

The collective efforts made recently by teachers in Utah and in New York City to obtain salary increases and improved conditions in the schools focused national attention on the new militancy which has become evident in the teaching profession during the past few years. Next month SR's Education Supplement will examine this phenomenon and some of its implications for public education in the United States.

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A QUARREL AMONG EDUCATORS

By JAMES BRYANT CONANT

UNIVERSITIES have existed for nearly a thousand years. Their periods of vitality have been marked by passionate debates among professors. A clash of opinion has often been the prelude to a fruitful development of new ideas. Bitter theological disputes in the middle ages, as well as the violent controversy over Darwin's theory a century ago, might be cited as examples of quarrels among educators. But the quarrel I have in mind is of an entirely different kind. Neither factual evidence nor theoretical speculations provide the battleground. Rather, this quarrel might be described as a power struggle among professors, which has come to involve parents, alumni, legislators, and trustees. Let me illustrate the nature of the battle by recording my own involvement during the course of nearly fifty years.

Early in my career as a professor of chemistry, I became aware of the hostility of the members of my profession to schools or faculties of education. I shared the views of the majority of my colleagues on the faculty of arts and sciences that there was no excuse for the existence of people who sought to teach others how to teach. I felt confident that I was an excellent teacher and I had developed my skill by experience, without benefit of professors of education. I saw no reason why others could not do likewise, including those who graduated from college with honors in chemistry and who wished to teach in high school. As joint author, with my former chemistry teacher, of a high school chemistry textbook, I was quite certain I knew all about the way the subject should be presented; I doubted that my understanding was shared by any professors of education. When any issues involving benefits to the graduate school of education came before the faculty of arts and sciences, I automatically voted with those who looked with contempt on the school of education.

Suddenly, after being a member of one faculty for fifteen years, I found myself in a new position. I became the presiding officer of *all* the faculties of Harvard University. I was responsible to the governing boards for the budgets and the welfare of all our undertakings, including that of training teachers. It soon became evident that the antithesis between the views of the professors who taught the usual college subjects and those who were instructing future teachers was not as simple as I had thought. In the circumstances, it seemed reasonable to attempt to increase mutual understanding between the two hostile groups by establishing some arrangement through which they might exchange views and, if possible, learn to cooperate in their endeavors. The idea was obvious enough, though in the mid-1930's it was so unorthodox that a leading scholar in another university wrote the dean of the Harvard School of Education that "a shotgun would be needed to carry the wedding off."

As a matter of fact it did not prove too difficult for a new president to persuade the two faculties to agree to the establishment of a joint board to administer a new joint degree, the master of arts in teaching. One faculty, that of arts and science, was to certify through its usual departments that the candidate was well prepared in the subject to be taught in school—English, for example. The other faculty, that of education, was to certify that the candidate had successfully completed the courses in education that the administrative board had agreed were necessary. Since the School of Educa-

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article is taken from a chapter of the same name in *The Education of American Teachers* (McGraw-Hill. 275 pp., $5), report of a two-year study of teacher education, supported by a grant from the Carnegie Corporation and sponsored by the Educational Testing Service. It is reprinted here by special arrangement with the author and the publisher.

"What goes on in schools and colleges is far too important to be left entirely to the educators."

—Bloom (Monkmeyer).

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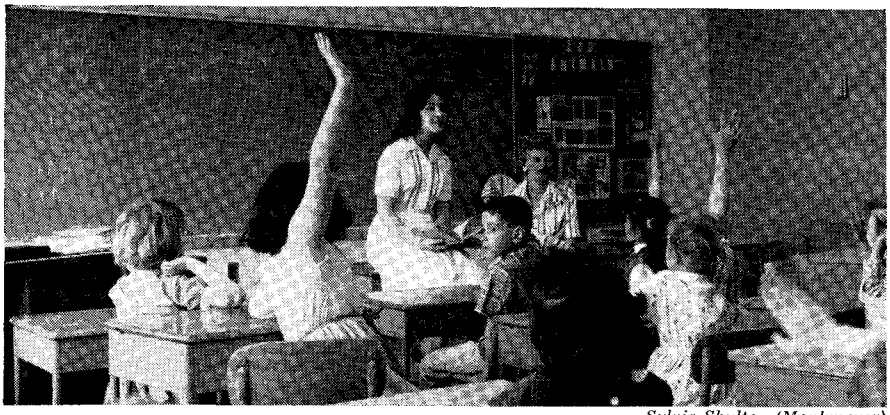

—*Sylvia Shulton (Monkmeyer).*

"The state should approve programs of practice teaching."

tion, like the other professional schools at Harvard, was a graduate school, the question of offering courses in education to undergraduates did not arise. The candidates for the joint degree, it was assumed, would already have received a bachelor's degree.

The scheme was accepted by the two faculties, but I can hardly say it was accepted with enthusiasm. Before more than a few years had passed, some of the members of the joint administrative board asked for a new committee to review the whole arrangement. The committee, composed of a few professors of education and a few from the faculty of arts and sciences, raised a fundamental issue. Had it not been a mistake to force a Harvard undergraduate to postpone his work with professors of education until *after* he had received the A.B. degree? Obviously he had started his preparation as a future teacher early in his college course by studying the subject matter to be taught. Why not arrange for a continuous five-year program with professors from *both* faculties involved in the undergraduate as well as the graduate work? Such a modification of the joint venture did not appeal to me as president of the University. I knew far too well the degrees of hostility felt toward professors of education by the majority of the faculty of arts and sciences. It would be fatal to the whole idea to present a scheme based on the premise that a candidate for the bachelor's degree could include in his program courses in education. Furthermore, the University had decided years before that professional preparation should be wholly at the graduate level. The School of Business Administration, for example, established a generation earlier, had rigidly adhered to this decision, and functioned only as a graduate school.

The entry of the United States into World War II so disorganized American colleges and universities that all concerned at Harvard lost interest in a second reformation of the education of teachers. After the war was over, the original concept of the degree of master of arts in teaching was accepted without question. And under the leadership of Dean Keppel the new system began to prosper. As the years went by, the hostility between the two Harvard faculties gradually diminished. I feel sure that a similar change was taking place in other institutions, yet from what my collaborators and I observed in the 77 institutions we visited in 1961-63, I am equally sure that the quarrel between educators is not yet over. As one dean of education remarked to me, "The boys have at least agreed to check their hatchets with their hats at the Faculty Club coatroom when they lunch together."

While I am not prepared to say that there was actual hostility between educational and academic professors on every campus I visited, there was a considerable gap between the two groups in a majority of institutions. Such a gap often existed in spite of fine words spoken by administrators about "an all-university approach" to the education of teachers, and the existence of a committee that symbolized the approach.

As long ago as 1944, I took the occasion of an invitation to speak on the 50th Anniversary of Columbia's Teachers College to call for a "Truce Among Educators." By that time I had been thoroughly exposed to the views of the two camps, including their views about each other. After pointing out that, as is always the case in academic matters, errors had been committed by both sides, I suggested the terms for a cease-fire order. In brief, they were that the professors of education admit their failure to be sufficiently concerned with the type of youth who should go to college, and that the professors of the college subjects such as English or chemistry admit their ignorance of the nature of the high school problems of the 1940's, which were quite different from those of the 1900's. Indeed, the warfare had started primarily bec of the revolution in secondary edu tion. I reminded the audience that the expansion of the high schools of the country since the 1880's has been nothing short of astronomical. Instead of being concerned with the education of a very small proportion of the boys and girls from fourteen to eighteen years of age, the high schools now must accommodate nearly three-fourths of the entire age group. The mere physical expansion, the mere change in scale, would in itself have presented a major problem to the institutions of higher education concerned with the training of teachers, but another and still more important factor entered in.

At the turn of the century, the high schools and their equivalents—the private academies and preparatory schools—were essentially concerned with a group of young people who were studying languages and mathematics, science and history. The enrollment in these schools in the nineties usually represented either impecunious youths with high scholastic aptitude and a keen desire for book learning, or children of well-to-d families who for social reasons w bent on having their offspring acqu a college education. The combination of social motivation on the one hand and high scholastic aptitude on the other presented the teachers of that day with a relatively simple problem. What we now call an old-fashioned curriculum enabled the graduates of those schools of the last century to enter college well prepared for further work in languages, in mathematics, and in the sciences. Those who could take it found the formal instruction excellent; those who couldn't or wouldn't dropped by the wayside as a matter of course. From the point of view of those on the receiving end—the professors in the colleges—this was a highly satisfactory situation. What sort of education the rest of the fourteen-to-eighteen-year-olds received was none of their affair!

In reviewing this bit of history in 1944, I was, of course, only reminding my audience of what most of them already knew. Professors of education had been pointing out for several decades that the faculties of arts and sciences had shown little interest in school problems. In the nineteer century they had been quite rea to leave to the normal schools the task of preparing teachers for the elementary grades. When social changes in this century transformed the nature of the high school, the typical college professor himself was viewing with

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disgust and dismay what was happening in the schools. (I am reporting on personal observation of fifty years.) With few exceptions, college professors turned their backs on the problem of mass secondary education and eyed with envy Britain and the Continent, where such problems did not exist.

My plea for a truce, made while World War II was still in progress, had little if any effect. In fact the quarrel intensified in the 1950's because laymen entered the fray in increasing numbers and with increasing vehemence. Schools have always been subject to criticism by parents, but after the close of World War II, the criticism became more general and more bitter. The Russian success with Sputnik triggered a veritable barrage of denunciation of those in charge of public education. These attacks served to embitter the professors of education, who considered that the work of their former students—classroom teachers, principals, and superintendents—was being unfairly appraised. Since practically all public school administrators have studied at one time or another in teacher-training institutions or a school or department of education, they are bound by history and sympathy to the faculties of education. The same is true of a substantial proportion of classroom teachers. Mutual loyalty between professors and former students has led to the formation of something approaching a guild of professors of education and their erstwhile students. An attack on public education is therefore automatically an attack on schools and faculties of education. As a matter of fact, the connection is not always so indirect. Many a violent critic of our public schools has specifically attacked the professors of education.

The program for teachers of grades 1, 2, and 3 should prepare them in the content and methodology of all subjects taught."
—Hays (Monkmeyer).

ONE can understand the reaction of the members of the faculties of education, yet the criticism to which they were being exposed was not without its justification. The deficiencies in our public schools, particularly in our high schools, to which a number of writers (among whom I must include myself) have called attention, were in no small part a consequence of their activities. Despite the fact (often overlooked) that public school teachers and administrators have spent many more hours in the classrooms of professors of arts and sciences than in classes taught by professors of education, their attitude toward education has been largely shaped by the latter. The writings of education professors have also influenced the outlook of many parents. The emphasis of education for citizenship, on the social unifying effects of the comprehensive high school, and on the public schools as instruments of democracy, the recognition of individual differences and of the need for including practical courses in high school elective programs—all these characteristics, *which I applaud*, were the fruits of the labors of professors of education. These men, most of them now no longer active, are entitled to a large measure of credit for making American schools what they are. But by the same token, the historian must charge against them some of those features of our schools that their younger successors and the general public have recently criticized so heavily. In particular, the failure to challenge the academically talented youth, to provide adequate courses in modern foreign languages, and to emphasize English composition—now widely recognized as faults of the 1930's and 1940's—are being corrected.

What happened after Sputnik might be characterized as the entry of the layman in force into a battle of professors. What is now involved is more than a quarrel among educators The academic professors have consciously or unconsciously enlisted the support of their alumni. We are therefore today dealing with two hostile camps. One camp is composed of professors of education allied with classroom teachers and public school administrators (though, like all alliances, it has its strains); the other is composed of professors of the sciences and the humanities and of influential collegiate alumni. Since the latter group includes radio and television commentators, editors, and publishers, the public school people and their mentors in some communities have faced a powerful set of forces. Along with the indignation of the professors of education frequently goes a sense of anxiety.

Why are the academic professors angry? What are they angry about? Many academic professors believe that the courses given by professors of education are worthless, and that the degrees granted students who have devoted much of their time to these courses are of little value. It is generally the case that the academic professors who advance these arguments know far too little about education courses. And unfortunately, what some professors of education have written about education can be labeled anti-intellectual. But what particularly irritates the academic professors is what professors of education say about teaching. After all, those who are engaged in college teaching usually pride themselves on their skill as teachers. And here are those who call themselves "professional educators" claiming that they and only they know what is good teaching! They imply, and sometimes openly state, that if all professors had taken their courses they would be better teachers! To make matters worse, in more than one state no one is permitted to teach in a junior college unless he has taken courses in education. If this is justified, the opponents ironically demand, why not require all teachers of freshmen and sophomores in four-year colleges to study under professors of education? To this question, professors of education often answer, "Such a requirement *ought* to be on the books."

AND here we come to the issue about which emotions are most easily aroused —the issue of state requirements. Time was, not long ago, when in some states a school board could hire a teacher, and give him a permanent position, even if he had never even seen a professor of education. But those days are past. As a consequence, a graduate who has majored in an academic field must by hook or by crook meet the state requirements in education. The fact that schools of education are beneficiaries of a high protective tariff wall is the single aspect of the present-day education of teachers that is most maddening to the academic professors.

In most states private schools can legally hire those they want. There is in these schools a free choice between teachers trained without benefit

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Conant's Recommendations

Each of Conant's recommendations for the improvement of teacher education is addressed specifically to the professional or lay group responsible for making the necessary decisions and taking appropriate action. The following summary is from the concluding chapter of *The Education of American Teachers.*

Recommendations Requiring Action Either by a Chief State School Officer, a State Board of Education or a Legislature.

- **Certification requirements**
  For certification purposes the state should require only (a) that a candidate hold a baccalaureate degree from a legitimate college or university, (b) that he submit evidence of having successfully performed as a student teacher under the direction of college and public school personnel in whom the state Department has confidence, and in a practice-teaching situation of which the state Department approves, and (c) that he hold a specially endorsed teaching certificate from a college or university which, in issuing the official document, attests that the institution as a whole considers the person adequately prepared to teach in a designated field and grade level.
- **Programs of practice teaching**
  The state should approve programs of practice teaching. It should, working cooperatively with the college and public school authorities, regulate the conditions under which practice teaching is done and the nature of the methods instruction that accompanies it. The state should require that the colleges and public school systems involved submit evidence concerning the competence of those appointed as cooperating teachers and clinical professors.
- **State information service**
  State Departments of Education should develop and make available to local school boards and colleges and universities data relevant to the preparation and employment of teachers. Such data may include information about the types of the teacher-education programs of colleges or universities throughout the state and information concerning supply and demand of teachers at various grade levels and in various fields.
- **Assignment of teachers by local boards**
  The state education authorities should give top priority to the development of regulations insuring that a teacher will be assigned only to those teaching duties for which he is specifically prepared, and should enforce these regulations vigorously.
- **Certification reciprocity among states**
  Whenever a teacher has been certified by one state under the provisions of the recommendations made herein, his certificate should be accepted as valid in any other state.

Recommendations Involving Appropriations by State Legislatures.

- **State financial responsibility for practice teaching**
  The state should provide financial assistance to local boards to insure high-quality practice teaching as part of the preparation of teachers enrolled in either private or public institutions.
- **Loan policy for future teachers**
  Each state should develop a loan policy for future teachers aimed at recruiting into the profession the most able students; the requirements for admission to the teacher-training institutions within the state should be left to the institution, but the state should set a standard for the recipients in terms of scholastic aptitude; the amount of the loan should be sufficient to cover expenses, and the loan should be cancelled after four or five years of teaching in the public schools of the state.

Recommendations Requiring Action by a Local School Board, Either Acting Alone or in Conjunction With State Action.

- **Cooperating teachers in practice teaching**
  Public school systems that enter contracts with a college or university for practice teaching should designate, as classroom teachers working with practice teaching, only those persons in whose competence as teachers, leaders, and evaluators it has the highest confidence, and should give such persons encouragement by reducing their work loads and raising their salaries.
- **Initial probationary period of employment**
  During the initial probationary period, local school boards shall take specific steps to provide the new teacher with every possible help in the form of: (a) limited teaching responsibility; (b) aid in gathering instructional materials; (c) advice of experienced teachers whose own load is reduced so that they can work with the new teacher in his own classroom; (d) shifting to more experienced teachers those pupils who create problems beyond the ability of the novice to handle effectively; and (e) specialized instruction concerning the characteristics of the community, the neighborhood, and the students he is likely to encounter.
- **Revision of salary schedule by local boards**
  School boards should drastically revise their salary schedules. There should be a large jump in salary when a teacher moves from the probationary status to tenure. Any salary increments based on advanced studies should not be tied to course credits earned (semester hours), but only to the earning of a master's degree, based normally on full-time residence or four summer sessions in which the program is directed toward the development of the competence of the teacher as a teacher. Such a salary increment should be made mandatory by state law.
- **Financial assistance to teachers for study in summer schools**
  School boards or the state should provide financial assistance so that teachers may attend summer school after enrolling in a graduate school for the purpose of completing a program of the type described below.

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Leaves of absence for further education of teachers

School boards should provide leaves of absence with salary for a full-time semester residence at a university to enable teachers to study toward a master's program, provided this program is designed to increase the competence of the teacher; state funds should be available for this purpose.

In-service education of teachers

To insure that the teachers are up to date, particularly in a period of rapid change (as in mathematics and physics), a school board should contract with an educational institution to provide short-term seminars (often called workshops) during the school year so that *all* the teachers, without cost to them, may benefit from the instruction. Such seminars or workshops might also study the particular educational problems of a given school or school district. (No credit toward salary increases would be given.)

Recommendations Requiring Action by the Faculties, Administrative Officers and Trustees of an Institution Engaged in Educating Teachers For the Public Elementary and Secondary Schools.

Collegiate or university responsibility

Each college or university should be permitted to develop in detail whatever program of teacher education it considers most desirable, subject only to two conditions: first, the president of the institution in behalf of the entire faculty involved—academic as well as professional—certifies that the candidate is adequately prepared to teach on a specific level or in specific fields, and second, the institution establishes in conjunction with a public school system a state-approved practice-teaching arrangement.

The all-university approach to teacher training

If the institution is engaged in educating teachers, the lay board trustees should ask the faculty or faculties whether in fact there is a continuing and effective all-university (or interdepartmental) approach to the education of teachers; and if not, why not?

Requirements for collegiate or university certification

The board of trustees should ask the faculty to justify the present requirements for a bachelor's degree for future teachers with particular reference to the breadth of the requirements and to spell out what in fact are the total educational exposures (school and college) demanded now in the fields of (a) mathematics, (b) physical science, (c) biological science, (d) social science, (e) English literature, (f) English composition, (g) history, (h) philosophy.

Foreign language preparation

If courses are required in a foreign language, evidence of the degree of mastery obtained by fulfilling the minimum requirement for a degree should be presented to the board of trustees.

The establishment of "clinical professors"

The professor from the college or university who is to supervise and assess the practice teaching should have had much practical experience. His status should be analogous to that of a clinical professor in certain medical schools.

Basic preparation of elementary teachers

(a) The program for teachers of kindergarten and grades 1, 2, and 3 should prepare them in the content and methodology of all subjects taught in these early school years. Depth in a single subject or cluster is not necessary.

(b) The program for teachers of grades 4, 5, and 6 should provide depth of content and methods of teaching in a specific subject or cluster of subjects normally taught in these grades with only an introduction to the remaining elementary school subjects.

Practice teaching for elementary teachers

All future elementary teachers should engage in practice teaching for a period of at least 8 weeks, spending a minimum of 3 hours a day in the classroom; the period must include at least 3 weeks of full responsibility for the classroom under the direction of a cooperating teacher and the supervision of a clinical professor.

Adequate staffing of small colleges training elementary teachers

Those responsible for financing and administering small colleges should consider whether they can afford to maintain an adequate staff for the preparation of elementary school teachers. Unless they are able to employ the equivalent of three or four professors devoting their time to elementary education, they should cease attempting to prepare teachers for the elementary schools.

Single field diploma for secondary school teachers

An institution should award a teaching certificate for teachers in grades 7 to 12 in one field only.

Clinical professors in institutions educating secondary teachers

Every institution awarding a special teaching certificate for secondary school teachers should have on the staff a clinical professor for each field or combination of closely related fields.

An institutional certification in art, music and physical educaton

An institution offering programs in art or music or physical education should be prepared to award a teaching diploma in each of these fields without grade designation; the institution should not attempt to develop competency in more than one field in a four-year program.

Master's degree programs

The graduate schools of education or their equivalent (in universities organized without such separate degree granting schools) should devise a program for increasing the competence of teachers as teachers with the following characteristics:

(1) It should be open to any graduate of the same institution in the same field of endeavor (e.g., elementary education, secondary school social studies, etc.).

(2) Courses should be allowed for credit toward the 30 semester hours whether or not the courses are of an elementary nature, provided they are clearly courses needed to increase the competence of the teacher.

(3) No credit toward the degree should be given for extension courses or courses taken on campus while the teacher is engaged on a full-time teaching job.

(4) Passing of a comprehensive examination should

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CONANT, THE MAN

By MERLE BORROWMAN, *Professor of Education, at the University of Wisconsin.*

SOME years from now someone may, with the detachment that befits a scholar, write a profile of James B. Conant as a representative of New England Puritanism in modern dress. He may trace the evolution of that tradition from John Cotton through Horace Mann, Charles W. Eliot, and John Dewey to Conant. He may argue that the lives of these men beautifully illustrate how this historical tradition has evolved within restraints as successive waves of social and intellectual reform swept over its New England homeland. But such detachment does not come easily to one who has recently worked closely with Conant. His mischievous smile, his fierce determination, his humor, his indignation, his gentle toughness intrude as I respond to a question often asked: "Just what kind of a man is he?"

He would much prefer that people speak of what he has done. But though he suppresses the tendency to talk about people, he, too, is constantly sizing them up, and with a sharp insight that strips away any public image they may falsely seek to project. This tendency to analyze people carefully does not prevent his working harmoniously with them so long as he is convinced of their basic integrity. He numbers as friends, and sometimes partners, people of the most diverse views. He works affectionately and respectfully with each so long as he shares their objectives; when he does not, he quietly demurs and goes his own way with such acceptance of the other's need to disagree that he rarely offends. He listens carefully and thoughtfully until he feels he has understood the evidence. Then characteristically he responds, "I'll buy that," or "That's negotiable," or gently, "Sorry, I can't go along with you." At the latter point the conversation is, so far as he is concerned, finished, unless new evidence appears.

His manner of closing an issue is interesting and sometimes amusing. I recall a Columbus Day when a long parade of marching bands passed our office. Though most of us could scarcely avoid rushing to the window, Conant

—*Wide World.*

"A representative of New England Puritanism in modern dress."

was completely unresponsive. Finally, one of my colleagues decided to reopen the question of whether the time spent on marching bands in some high schools is as unwarranted as Conant has held it to be. "Dr. Conant," he suggested, "I *like* marching bands."

The response: "Oh? . . . you do? . . . hm," and, after a five second pause, "Let's see now, we were discussing this point in chapter three."

Conant handles people in controversy well. Whether he learned the arts of diplomacy in the Harvard presidency, in wartime Washington, or as High Commissioner for Germany, he learned them well. One suspects he learned them easily, too, because they are consistent with his skeptical temper, his willingness to suspend commitment, and his basic respect for individuals and social machinery.

At first one is irritated when Conant reaches an unwanted conclusion and, in effect, refuses to argue the matter further. In time one learns that by refusing to argue beyond the point where a fundamental value conflict becomes clear Conant avoids developing hostilities that would make subsequent collaboration difficult or uncomfortable. Hence, though he becomes the complete and constant ally of no man, he tries so to behave that he can work again with any when their common interests warrant collaboration.

Conant is not reluctant to engage in conflict for high stakes, and he knows that in such conflict someone has to lose, some aspirations must die. His rule of thumb is to destroy only when necessary and, even in these cases, to "leave the corpse unscarred as possible." Those whose ideas he rejects are left with the conviction that tomorrow's idea will receive a fair and warm hearing.

But let me talk, for a while, in historical terms. This man is a New England Puritan of roughly Unitarian persuasion, though he was also early touched by the Swedenborgian movement and captivated by Emerson. He moved into science as a young man and became deeply involved in the potentially most destructive weapons of two world wars: poison gas in World War I and the atomic bomb in World War II. He has been both disciplined and sobered by experiences that demanded scrupulous regard for facts and deep concern with human consequences. The regard and the concern have become characteristic.

Before meeting him I had assumed his educational ideas to have been shaped by those of Horace Mann and Charles W. Eliot; I saw parallels with both. When I asked him if this hunch were correct, his immediate response was negative, though on second thought he recalled how deeply he had been moved as a graduate student when he spent a long evening in the company of the then aged Mr. Eliot. Usually any other Harvard president is referred to as "one of my predecessors," or "my successor"; only Eliot is always addressed as "Mr. Eliot."

It does seem clear that Eliot was the source of, or at least gave support to, Conant's conviction that the president of Harvard is obligated to exert informed and responsible leadership in American public education. It will be recalled that one of Conant's early actions as president was the development of a national scholarship program that would make Harvard open to economically handicapped graduates of the public schools throughout the nation. This action led one associate to jibe, "So, at last, Harvard has decided to rejoin the United States."

It will also be recalled that Conant, early in his career as president of Harvard, accepted an appointment to the Educational Policies Commission, a commission jointly sponsored by the National Education Association and the American Association of School Administrators. He has now served on that commission longer than any other man, and this service is but one of many expressions of responsible interest in public education. Though this commitment to the public schools seems so

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unusual that some Harvard snobs resent it, and some people in public education doubt its depth, it was clearly shadowed in the career of Eliot. Indeed, one could claim that it is an authentic Harvard tradition. Harvard doesn't look much like a state university today, but to a considerable extent it was the prototype. Not only did its 17th century founders view it as the public's college, but, in adopting their present constitution the people of Massachusetts maintained a clear, if thin, legal thread by which it could be pulled back into public control.

Conant still denies any conscious influence of Horace Mann though he recognizes that the values Mann attributed to the common school are so pervasive within the Unitarian wing of New England Puritanism that one growing up in that tradition easily acquired them without reference to Mann himself.

I suspect there are intellectual and temperamental reasons, reinforced by training, that would lead Conant to be somewhat unresponsive to Massachusetts's "father of the common schools." Mann tended to be a zealot and a dogmatist, who made reason the servant of rhetoric and rhetoric the advocate of a "still small voice within." His mode of thought was poetic, and he felt his way to commitment, after which he gathered data to support his commitments. Conant is highly skeptical, especially of rhetoric. When, during his last years at Harvard, he taught a course in philosophy, he described his course as "Hume, in modern dress." To him not even the "truths" of science are eternal and immutable. By Conant's standards, Mann was also overly optimistic about the perfectibility of man and his institutions, and about the malleability of human nature. Mann dreamed too easily, and committed himself to dreams with too little restraint. On no issue is the difference between the two men clearer than on the issue of the relationship of the mass to the elite, of class to class.

Mann evidently believed that all men are so highly educable, and that the schools could so equalize educational opportunity, that differences in heredity or social-economic backgrounds would be largely inconsequential. On the other hand, one who has read, for example, Conant's *Slums and Suburbs* will easily note his skepticism about the chances that the school can overcome the biases of home and neighborhood.

On the question of the natural aristocracy of talent, Mann was somewhat noncommittal, though one would expect a person raised in the Puritan tradition of the "elect" to have been predisposed to accept its secularized analog, the natural aristocracy. Conant, however, is clear. Though he still suspends judgment, holding an essentially agnostic position on the old nature-nurture controversy, he does consider the intellectual superiority of some people over others an important fact of which account must be taken in educational planning.

Here we turn to Thomas Jefferson, an alien to the Puritan tradition, but one who early enunciated some views now held by Conant, and one Conant has used at least as a symbol of those views. Indeed, though historical influence is hard to prove, it seems reasonable to assert that, as did Eliot, Jefferson clearly influenced Conant. Jefferson's argument that the public interest demands the early discovery and intensive cultivation of intellectual talent has often been echoed by Conant. He also shares the Jeffersonian corollary, that individuals are equal in their claims upon the state and that all are capable of being, and must be, educated to the point of responsible participation in it.

IN any case Conant is consistent with Mann, with Jefferson, and with Eliot in believing that general education for citizenship is best carried out in a common school where shared experience creates the community of sentiment on which the community of persuasion depends. This commitment has been revealed in his participation in the Educational Policies Commission's *Education For All American Youth,* in his public statement that the *excessive* development of private and parochial schools could be dangerously divisive, and in his most recent defense of the comprehensive high school. Here is the nub of his disagreement with Admiral Rickover and others who advocate "streaming" (providing separate tracks for students according to academic ability) and separate school systems for the academically talented. Although, it should be said, he also differs from these radical reformers in his belief that one must work within an indigenous system and tradition, a point to be examined later.

The former ambassador is received by West Berlin Mayor Willy Brandt: "With maturity, he seems to have moved rather easily into the field of statesmanship."

—Wide World.

On few points, I think, has Conant been so widely criticized as inconsistent, and so widely misunderstood, as on this matter of the relationship of the common education—which seeks to build a community of sentiment and persuasion—to the specialized training of the academically talented. He reported to me having been asked in the 1940s, "How can you possibly endorse both the Harvard Report on general education and the Educational Policies Commission's *Education For All American Youth*?" More recently he has been asked, "How could such a stalwart defender of the comprehensive public high school make so much of the intellectual superiority of certain students?"

The trouble, I believe, is that educational controversy in recent years has so turned on exaggerated and polemically stated positions that we no longer see, or accept as real and tenable, more moderate views. The public is told that the choice is between a separate elite school and a school in which it is considered "undemocratic" to act as if some students were more talented than others; or it assumes that the school must encourage either "adjustment to the group norm" or the alienation of the talented from the rest of us. Conant, however, evidently sees no reason why the school cannot give some attention to building a sense of community that transcends lines drawn in terms of race, religion, economic background, or intellect, and, at the same time, give attention to the cultivation of special talents.

This matter of the relationship of the natural aristocracy—the "academically talented" in Conant's terms—to the rest of us provides a bridge we might cross to examine Conant as one who accepts—again in secular terms—the old Puritan concepts of "stewardship" and "calling." Conant talks of persuading (he is too much the Jeffersonian to say "forcing") the academically talented to accept *as obligation* the desirability of cultivating their natural talents in the social interest. One is impressed with the extent to which "duty," "obligation," and "sense of responsibility" drive his own life.

I mean not to imply that he is incapable of savoring life for itself or that he is the kind of humorless, joyless, pious person which we, I believe with considerable exaggeration, assume

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the earlier New England Puritan to have been. On the contrary, he is constantly at play; that is, acting with spontaneity, joy, and humor and becoming mischievously intrigued with the game for itself. But, significantly, the "play" is *always* a by-product of, and is sanctioned by, the conviction that he is engaged simultaneously in socially significant work. As do many people influenced by the Puritans, he rationalizes his vacations as necessary to maintain health or restore vigor. As a matter of fact, his vacations are usually brief and combined with some phase of his work. Conant would, I think, follow the admonition of Horace Mann that one should be ashamed to die until he had wrought some great victory for humanity. Though as scientist, educator, and statesman, he has already won victories aplenty, one doubts that he can or will retire while his remarkable physical and intellectual vigor persist.

Conant's "calling," his sense of the talents he must use as responsible "steward," is by now highly generalized. He appeared as a youth to have rare talents for science and he followed this calling with such vigor that other studies suffered—only mildly and relatively—by comparison. Throughout his formal school experience he was involved in what we would now call "advanced placement" activities. He did high school level work as a pre-adolescent hobby, college-level work in high school, and graduate-type work in college.

With maturity, however, his sense of calling broadened and he seems rather easily to have moved into the field of statesmanship—educational, national, and international. Though I observe a nostalgic note when he speaks of himself as an "obsolete chemist," I think he now feels called wherever circumstances, and his view of his own talents and the common weal, dictate. Service, as such, is now his calling.

Of course, the earlier New Englanders were convinced that the calling from within was the voice of God and they addressed the world as His spokesmen. Conant, the skeptical scientist, is less certain. Still there is a doggedness about him; I was sorely tempted to say a dogmatic quality, and others have so described him. Once he has, to his own satisfaction, exhausted the evidence, he bites down hard and holds tightly, as I have indicated. Fortunately, his respect for the values and the integrity of others and his basic conviction that the truth is never finally in, keep him in the role of advocate rather than that of benevolent despot, a role which his New England progenitors sometimes assumed.

And the "steward" is in certain respects conservative. In a very special sense, which I shall qualify below, he is a traditionalist. That is to say he is impressed with the continuity of culture, and highly respectful of ongoing social machinery. He does not believe such machinery can be destroyed and quickly rebuilt, he is convinced that it is best left in the hands of experienced and committed operators, and he has respect for the ideology which these people create to make the operation meaningful to them. Reform to him can come only as the responsible full-time agents can see possibilities for redirecting their efforts and can be persuaded to exploit these possibilities. Thus, he avoids assaulting practitioners head-on, not only because of his confidence in them but also because he views them as irreplaceable.

HIS preferred approach, as well as his impatience with the conventional rhetoric, was nicely illustrated in a passage from his *The Child, The Parent, and the State*:

> When someone writes or says that what we need today in the United States is to decide first what we mean by "education" a sense of distasteful weariness overtakes me. I feel as though I were starting to see a badly scratched film of a poor movie for the second or third time. In such a mood, I am ready to define education as what goes on in schools and colleges. I am more inclined to examine the present and past practices of teachers than attempt to deduce pedagogical precepts from a set of premises.

When Conant examines the past and present practices of teachers in schools and colleges he is far from being a traditionalist, since he concludes that much of what has been and is being done ought not to be done at all, or that it is being done badly. Those who take his desire to work responsibly and respectfully with the practitioners as a desire to "whitewash" what is being done have grossly misunderstood him. I cannot determine which of two groups have most irritated him in their response, for example, to *The American High School Today*: the radical reformers who cry "whitewash" and accuse him of acquiescence in malpractice, or the practitioners who capitalize on his name and fraudulently claim that "we have for years been doing just what Conant recommends."

He meant neither to acquiesce nor to apologize. The Puritan steward wants the talents to grow. He has no use for the slothful servant who bur the master's resources in the grou Complacency with the status quo do not drive a busy and successful man to spend the harvest years of his life traveling from school to school, meeting to meeting, in the hope of reform.

The influence he has had—his greatness—is to some extent an embarrassment, just as his failures gnaw at his soul. He has vigorously sought, and has occasionally had thrust upon him, power and influence. He is too much the hard-headed scientist to be unaware of his own strength; he must know that he is of the natural aristocracy of talent. Yet it seems to me that the old Puritan conviction that pride is a mortal and self-destructive sin is ever present. Human he is; the temptation to indulge in pleasure from praise and satisfaction from success lures him at times. But he yields with restraint and embarrassment, and seeks as quickly as possible to turn his back and refrain from indulgence. One device he characteristically uses is to deflect credit from himself to those with whom he works, encouraging their comment and criticisms, and creating an atmosphere of colleagueship.

I had been told by one who kr him long ago that Conant was co aloof, and tough and when I first encountered him several years past these adjectives seemed appropriate. I was surprised, therefore, in our first conference to see how relaxed and free to joke or argue with him were the relatively young and not yet fully established men who had worked with him the year before. Several of his younger collaborators have since reported feelings of great tenderness—even protectiveness—toward him, though at the same time they describe such feelings as ridiculous "since obviously Dr. Conant can take care of himself." In conferences with students or classroom teachers, many of whom enter his presence in awe, I am constantly struck with how quickly they speak in ease and humor, with thoughtfulness and candor. These typical responses are, I would guess, the result of his tendency to treat people as respected colleagues.

"Cold" was a very bad adjective. But "tough"—in mind and determination—still seems appropriate. So, to a lesser degree, does "aloof," though I cannot tell how much of the aloofn is shyness, how much a fear that may impose, and how much a function of his determination to retain his own integrity and independence. I strongly doubt that any of it is a function of pride or arrogance; if it is, that portion rests sorely on his conscience.

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Gulliver finds decibels are down in little people's world

A report to parents, teachers and school boards on the advantages of carpet in schools —from Bigelow, makers of fine carpets since 1825.

Walt Ring knows all about unwanted noise. He's an expert with Industrial Acoustics Company.

We asked him to set up his sound spectrometer in this simulated classroom . . . with and without carpet on the floor.

For these little folk Walt definitely found school a quieter, nicer place with carpet down. The decibel drop was decided—especially in the higher octaves where shrill sounds prove most penetrating and annoying.

This is why teachers in all grade levels are so enthusiastic whenever carpet has been installed.

They don't have to shout above the tumult. And their students behave better, talk in lower tones, indulge in far less horseplay, have new respect for school property.

There's a favorable economic side, too. In the long run carpet saves a school money. It can be cleaned in half the time with much less equipment. And because of its unique acoustical properties, it eliminates the need for other sound-absorbing materials.

Wouldn't you rather teach in the warm, quiet atmosphere carpet provides?

Then arm yourself with the facts. And use them to help your school board decide.

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Bigelow is America's oldest and most experienced carpet maker. We will gladly furnish your school with information about our handsome, sturdy carpets for school use. They have been specially engineered for heavy traffic, long wear and excellent soil resistance.

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ANNOUNCING *SR's* ELEVENTH ANNUAL

World Travel Photo Competition

TWO GRAND PRIZES

for color winner: **A TRIP TO TOKYO**

for black-and-white winner: **A TRIP TO LONDON**

PLUS 18 ADDITIONAL CASH PRIZES

Award-winning photographs will again be featured in Saturday Review's annual World Travel Calendar issue. This issue, appearing January 4, 1964, will report forthcoming events of major importance to tourists during the coming year in fifty countries.

The Calendar issue will be fully illustrated by the World Travel Awards photographs. One of the prize winners will be reproduced on the cover of the January 4th issue.

The Awards pictures will be chosen by the following judges, all distinguished in the field of photography:

Norris Harkness—Past President, Photographic Society of America, syndicated columnist, and leading authority on photography.

Ivan Dmitri—Leading color and magazine photographer, Director of Photography in the Fine Arts.

Leopold Godowsky—Co-inventor of Kodachrome.

The important thing is to read the complete rules below, and start sending in your entries now, either color or black-and-white.

Deadline for entries is October 15, 1963.

SR's 1962 PHOTO CONTEST WINNERS

Ralph C. McGoun, professor of dramatic arts at Amherst College. 1962 winner of the grand prize for color. Professor McGoun won a round-trip to Tokyo for his picture of "Devastation Trail" at the Hawaii National Park.

James Gianelos, an engineer from Cleveland, Ohio. 1962 winner of the grand prize for black and white. Mr. Gianelos' landscape taken at Einsiedeln, Switzerland, won him a round-trip to London.

PHOTO AWARDS ➔

Saturday Review

25 West 45th Street, New York 36, N. Y.

Should the Grand Prize winners prefer some other trip than the ones outlined above, the equivalent for one or two persons can be arranged on request.

Award Rules

1. The contest is strictly for amateur photographers. Anyone is eligible except employees of Saturday Review, members of their families, and individuals who personally, or any members of whose families, are engaged in the manufacture, sale, commercial finishing, or professional use of photographic goods.

2. Pictures must have been taken after July 1, 1962, during a trip away from home for either holiday or business purposes.

3. **Black-and-white photographs**

a. Prints must be submitted in glossy prints 8 x 10 unmounted.

b. On the back of the photograph must appear: name and address of photographer; make of camera and film used in taking the picture; date and place it was shot.

c. Developing and printing may be done by a photo-finisher or the entrant. No composite pictures such as multiple printing or montages are eligible. No art-work or retouching on prints or negatives from which they are made is permitted

d. No negatives should be submitted.

e. No prints will be returned.

4. *Color photographs*

a. Transparencies must be originals and must be mounted in cardboard.

b. Color prints must be 8 x 8 or 8 x 10, unmounted.

c. Stereos are eligible. Only one transparency need be sent.

d. The same data must be given as specified above for black-and-white prints and must be written on the mount of each transparency or on the back of each print.

e. Transparencies and color prints will be returned to entrant only if accompanied by return postage.

5. Saturday Review assumes no responsibility for negatives, prints or color transparencies, but reserves the right to publish within its own pages as part of the Awards competition any pictures submitted, whether winners or not.

6. To enter the contest, mail no more than two black-and-white pictures and/or two color pictures to this magazine's World Travel Photographic Awards Department. All entries must be postmarked no later than October 15, 1963, to be eligible for judging. **IMPORTANT: NO MORE THAN FOUR PICTURES, TWO IN EACH CATEGORY, CAN BE SUBMITTED BY ANY ONE ENTRANT.**

7. Pictures will be judged on photographic quality and originality in choice and treatment of subject. The decision of the judges will be final.

8. Before receiving a final prize, the entrant must *sign a statement that his picture, or any closely* similar picture of the same subject or situation, has not been and will not be entered by him in any photographic contest other than the one conducted by this magazine, and has not been and will not be offered for publication in any manner prior to **January 4, 1964.** Winning pictures become the property of Saturday Review.

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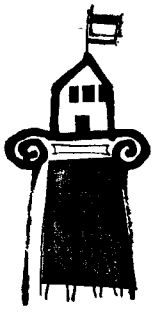
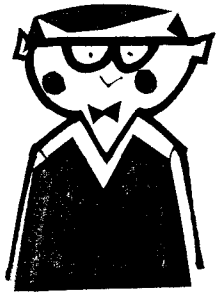
The Magnitude of the American Educational Establishment
(1963-64)

For nearly 30 per cent of all Americans, education is a full time occupation or a time-consuming avocation. More than 51 million are students, another 2 million are teachers or administrators, and nearly 200,000 are trustees of local school systems, state boards of education, or institutions of higher learning.



THE INSTITUTIONS

Elementary Schools	94,860
Secondary Schools	30,000
Universities, Colleges, and Junior Colleges	2,100
Total Institutions	126,960

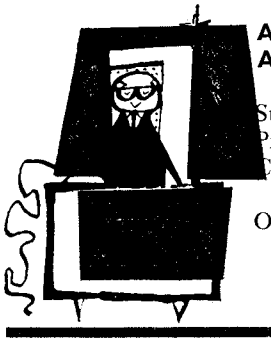


THE LEARNERS

Pupils in Elementary Schools (through grade 8)	
Public Schools	29,400,000
Non-Public (Private and Parochial)	5,400,000
Other	200,000
Total Elementary	35,000,000
Secondary School Students	
Public High Schools	10,700,000
Non-Public	1,300,000
Other	100,000
Total Secondary	12,100,000
College and University full- and part-time students enrolled for credit toward degrees	
Public Institutions	2,631,600
Private	1,754,400
Total	4,386,000
Grand Total Students Enrolled	51,486,000

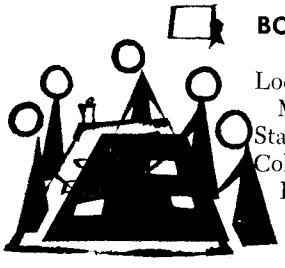
THE TEACHERS

Public School Teachers	
Elementary	901,820
High School	607,460
Non-Public School Teachers	190,000
College and University Teachers	
For resident degree-credit students	312,900
Other teaching faculty (extension courses, non-credit courses, etc.)	50,000
Total teachers	2,062,180



ADMINISTRATORS AND SUPERVISORS

Superintendents of Schools	13,130
Principals and Supervisors	86,540
College and University Presidents	2,100
Other College Administrative and library staff	48,400
Total	150,170



BOARD MEMBERS

Local School Board Members	147,860
State Board Members	840
College and University Board Members	35,000
Total	183,700

Figures are based on latest available estimates from the U.S. Office of Education and the National Education Association.

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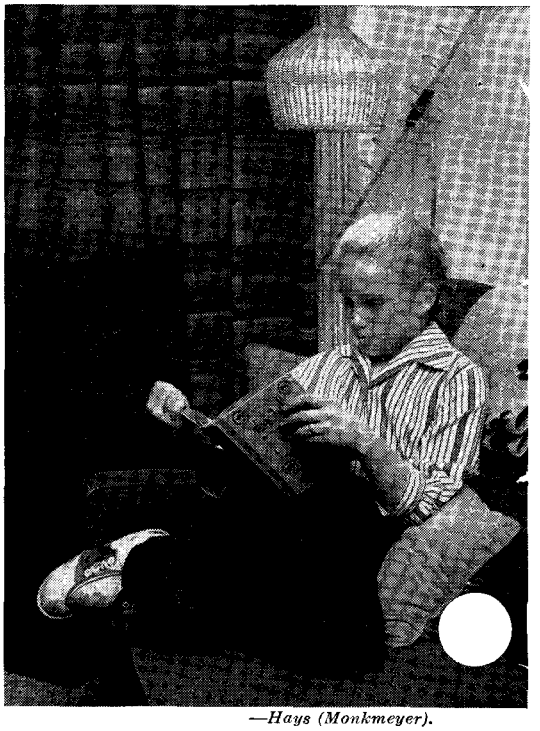
GRESHAM'S LAW OF LITERATURE

By ANNE LOFTIS and RACHELLE MARSHALL, *native New Yorkers who now live on the outskirts of Palo Alto, California. Both have worked for newspapers along the Eastern seaboard from New Hampshire to North Carolina and until recently were school reporters for the Palo Alto Times. Their husbands are on the faculty of Stanford University. Between them they have five children in elementary and secondary school.*



—*Hays (Monkmeyer).*

"Most great writing is difficult and appreciation requires a period of apprenticeship."

WHEN a seven-year-old boy recently told his mother that he had been reading Sherlock Holmes stories during his free time at school, she was impressed. She was twelve when she first tasted the pleasures of riding through the London fog in a hansom cab with Dr. Watson and the great detective. When, the next day, the boy reported that he had read *Dr. Jekyll and Mr. Hyde* during his lunch hour, she became suspicious and asked to see the book.

It was a handsomely bound, imaginatively illustrated work entitled *Famous Mysteries.* The table of contents listed such authors as A. Conan Doyle, Robert Louis Stevenson, Edgar Allan Poe, "Saki," and Dorothy Sayers. Only by turning to the last page did she discover that all the stories had been "adapted." When she compared passages from the book with paragraphs from the originals she was dismayed to learn that Arthur Conan Doyle, for example, had been reduced in adaptation to the ear-assaulting rhythms of a fourth grade reader. In the *Adventure of the Blue Carbuncle,* for instance, the adapted version has Holmes describing the mysterious jewel as follows:

> "It is a pretty thing," said he. "Just see how it shines. Of course it has been the cause of many crimes. Every good stone is. They are the devil's own traps. This stone is not yet twenty years old. It was found on the banks of the Amoy River in China. Although it is so young it has a dark history.

She could not help recalling the time when she had sat enthralled, chills going down her spine, as after long, evocative paragraphs describing the grisly legend of the Baskervilles, she came upon those memorable words: "Mr. Holmes, they were the footsteps of a gigantic hound." By contrast, her son was reading a prose that would never raise his temperature nor elicit anything more than mild curiosity.

Reducing Sherlock Holmes's dark musings to the level of Dick Tracy's is perhaps no tragedy, nor is abstracting the flavor and color from the felicitous prose of "Saki" and Dorothy Sayers.

During the last ten years, however, almost every classic of children's literature has been put to the adaptor's knife by textbook companies. One publisher has adapted *Huckleberry Finn, Treasure Island, Moby Dick, Lorna Doone, David Copperfield, The Last of the Mohicans,* and *Silas Marner.* Another currently lists more than fifty "classics" that are available to schools in simplified form. Almost every major author from Jane Austen to H. G. Wells, whose works are in the public domain, have been simplified for school children by adaptors.

According to the publishers these books have been prepared for use in school remedial reading programs. They are not intended for precocious second-graders but for older children who read poorly—children who, in the words of a publisher's representative, "would never read *Moby Dick* in the original." The adaptors are for the most part English teachers whose concern is to tailor the books for a specific pedagogical purpose. The following paragraphs from *Silas Marner* illustrate the process and its results. The first is by George Eliot, the second by the adaptor.

> . . . And he went to sleep thinking that he had done with inward debating. But when he awoke in the still morning darkness he found it impossible to reawaken his evening thoughts; it was as if they had been tired out and were not to be roused to further work.
>
> Until he went to sleep at midnight Godfrey made plans to tell the truth. But when he opened his eyes in the still morning darkness he changed his mind.

No one denies that the style, the nuances, the qualities that are uniquely George Eliot's are lost or severely damaged in adaptation. The question is whether or not these are regarded by the publishers as values or as stumbling blocks. The message to teachers at the back of the adapted *Silas Marner* suggests an answer. The editor comments that "the book has appealing characters, a quaint setting, and a dramatic plot." But, he points out, "except to those of superior reading ability the novel . . . has presented many problems. The vocabulary is often difficult and philosophical discussions of the type characteristic of George Eliot's writing abound. Thus *Silas Marner* has sometimes been more a burden than a pleasure to many readers."

THE message goes on to explain how the book has been improved: "This adaptation, while keeping wherever possible the style and flavor of the original, presents the story as a fast-moving narrative. Vocabulary has been simplified, sentences shortened and irrelevant material omitted. Students, then, should be able to read with speed and pleasure, unaided by the teacher."

But *can* great books, or even good books be reduced, compacted, synopsized, freed of their "irrelevant material," and still be regarded as literature? Not according to Professor H. Bruce Franklin of Stanford University's

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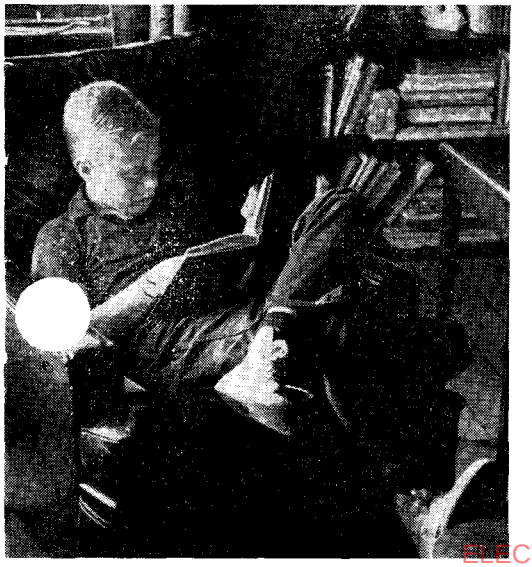
English Department. "The language which the textbook companies have invented for our children constitutes a national and cultural tragedy," he maintains. "It is a language which no one before has ever written or read and which no one should ever write or read. It is a language which falsifies all human experience at every age. Every great work translated into this language becomes nothing more than a dangerous lie." A successful author of children's books has said that she considers it "vandalism for some stranger to literature to take upon himself the simplifying of a work of genius."

IT must be conceded at this point that the textbook companies are not engaged in a villainous plot to flood the market with imitation books. In publishing "adapted classics" they claim to be meeting the demand of teachers for high-interest low-vocabulary reading materials for older children who read below fifth grade level but are insulted by stories about elves and bunnies. One company cites a further rationale behind the program. It argues that the White Whale, the fence painting episode in *Tom Sawyer*, and Long John Silver, are familiar parts of our culture and that every child profits by an acquaintance with them whether or not he can ever read Melville, Mark Twain, or Stevenson.

The director of one publisher's high school literature department, citing the long respectable history of adaptations from Homer through Shakespeare, Mallory and Tennyson, insists that "There is nothing wrong, immoral or culturally suspect, per se, about either adapting or condensing. . . . An adaptation or a condensation, like any other piece of writing, can be crude or polished, effective or ineffective, faithful to the original or an abomination of the original."

"Vigilance is needed by teachers, librarians and parents, coupled with a passionate concern that a great book reaches a child at the age he can profit by it."



—Hays (Monkmeyer).

The editors of the *Adventures for Readers*, a seventh grade text, similarly feel that adapting a classic is neither a crime nor a sacrilege. In the preface they explain that while *Rip Van Winkle* and *A Christmas Carol* once appeared in all seventh grade anthologies, they have not appeared recently. The reason is that "in their original form they are far too difficult for seventh graders." Yet, the editors claim, if the stories "are not read in this grade they are not read at all. The obvious solution is to present the stories in simplified form, thus bringing them within the range of average seventh grade students."

Despite the high-minded aims of the publishers, however, it appears that the intended clientele for the simplified classics does not really benefit from them. Interviews with a sampling of specialists in remedial reading programs have revealed that the adaptations are not considered useful in helping slow readers to read.

According to J. Phillips Robinson, remedial reading supervisor for the Palo Alto Unified School District, "The classics does not really benefit from not having less of a tough time in adapted form." He points out that with over 1500 new books for children published each year covering an enormous range of interests and reading skills, plus a variety of new textbooks, modern day mysteries, deep sea adventures, rocket and outer space fantasies, competing for the attention of the reluctant reader, David Copperfield and Nattie Bumppo are being pushed out of the running.

Mrs. Helen Smith, director of the remedial reading program in the Ravenswood (California) School District, has said bluntly that the adapted classics "don't work." They are too remote from the experience of the "culturally deprived child" and they don't provide the step-by-step lesson plans which would give the slow reader the constant teacher supervision he needs. Consequently Mrs. Smith, like Mr. Robinson, discourages the use of such books in remedial classes.

On the other hand, in classrooms across the country they have often been carelessly offered to superior readers like the seven year old we mentioned, who mistakenly thought he was getting the real thing. "He may never go back to the original," says one county librarian who vows that adapted classics would appear on her shelves only "over my dead body." Clearly, this sort of vigilance is needed by teachers, librarians and parents, coupled with a passionate concern that a great book reaches a child at the age he can profit by it. This is where teachers are instrumental.

Some publishers feel that today's seventh graders are unable to read Dickens in the original, yet in most of the stepped-up, post-Sputnik curriculums they are getting harder math, more elaborate science and meatier social studies courses than ever before. Only the teaching of literature lags behind. A twelve year old who may be sampling high school algebra is encouraged to read *The Cherry Ames Nurse* series in English class. There is a tendency, once reading is acquired as a skill, to let the English classroom be a laboratory for speed comprehension tests on the one hand, or a period devoted to recreational browsing. Teachers are afraid to assign books that are "too difficult."

YET most great writing, whether the deceptively simple verses of William Blake or the densely crowded poems of T. S. Eliot, is difficult, and appreciation requires a period of apprenticeship in the art of creative reading.

Someone has said that poetry makes the reader come to it rather than the other way around. The same is true of good books, whether or not they are "classics." But "coming to" a work of art involves skills that must be learned and concepts that must be taught. At present, the teaching of literature shows the opposite trend since it is seemingly based on the assumption that reading is a good thing to do but must be presented in dilution so that a child can swallow it without effort. This trend is self-defeating, since the rewards of the material currently being offered, while come by easily, are so limited that even the small effort required inevitably comes to seem less than worthwhile.

The textbook adaptations of great books are intended to meet special classroom needs. Whether they do meet these needs is open to question. But the existence of these books is symptomatic of the notion that literature must be made painless for children. If carried to the extreme this notion would make the classics, which are the accretion of the best that has come to us from the past, the province of literary critics and specialties. Good contemporary writing would inevitably meet a shrinking audience. And future generations would be deprived of their heritage, whether it is the suspenseful tingle of a Sherlock Holmes story, the fine rich swell of a paragraph by Dickens, or the confrontation of life's darkest mysteries through the symbolism of Captain Ahab's hunt for the White Whale.

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Schools and Character Development

By HAROLD HOWE II, *Superintendent of Schools, Scarsdale, N. Y.*

AMERICAN schools, and particularly public secondary schools, have tried for many years to teach moral values and democratic attitudes in the classroom as a way of building good character. My judgement of these efforts is that the harder a school tries to accomplish this end through formal instruction the more likely it is to fail. Teenage youngsters in our society are highly resistant to moralistic exhortation whether conducted by the public school or the Sunday school. More than this, I can discover little transfer of values from the classroom analysis of what is good and right to the attitudes, behavior, and beliefs of the boys and girls involved in the intellectual process.

Extensive efforts, in public schools particularly, have been made to create responsibility and uprightness in young people through courses in "Citizenship," "Democratic Living," and the like. My observation of these courses leads me to believe that their effects are neutral at best. They are entirely too concerned with the mechanics and structure of citizenship in a democracy, and they seldom if ever succeed in involving the student in the kind of personal experience that is likely to call his beliefs into question and result in some change in his attitude and behavior. The young people who take them are superficially instructed in the forms of the political and social arrangements in our society but have little feeling for the spirit that gives these forms their real meaning.

The Civil Liberties Educational Foundation, which recently embarked upon an effort to attack one facet of this problem, had this to say in a position paper prepared last fall.

> Recent studies of teenage attitudes on civil liberties constitute a serious warning about the quality of current education. "Equality and civil liberties are not cherished by American youths anywhere near the degree many parents and educators have assumed," stated Dr. Martin Hamburger of New York University when he presented his findings in 1960 as Coordinator of a Purdue University study. 10,000 high school students had been questioned on basic principles in the Bill of Rights. 34% of the youths said they would abolish the right to circulate petitions; 37% would not object to third degree police methods; and 43% favored curbs on public speech or were undecided on that issue.

Further excerpts taken at random from the paper give similar evidence:

". . . One out of every three teenagers 'approves of a central government agency to act as a censor.' "

". . . 41% of teenagers did not favor freedom of the press, 34% thought that 'the government should prohibit some people from making speeches,' and 58% believed that 'The policy of the FBI may sometimes be right in giving a man the third degree to make him talk.' "

" 'More than half believe that . . . people who refuse to testify against themselves should be forced to do so.' "

While these statements certainly identify a malaise in our society which the schools alone cannot cure, they raise the question of whether the schools can do more than they are now doing to help young people to commit themselves to the fundamental values upon which our society stands. Surely such an effort by the schools would come within the scope of character development.

IN my view the schools do their best work toward instilling a personal commitment to worthwhile values when they are not trying to do so. This paradox rests on two arguments. One of these can be summed up by another quotation from the Civil Liberties Foundation paper; "Education involves a great deal more than the formal content of the subjects taught. Especially in civil liberties are the *atmosphere of the classroom and the teacher-pupil relationship* as important as the specific information imparted" (italics mine). The point here is that there may be more character development taking place in the mathematics classrooms of a school than in those where religion (in private schools) and citizenship are taught. The second argument with which I support my paradox is that specific subject matter influences personal values only when it is taught so that it personalizes learning and involves and arouses the students. This is why literature, and music, the whole spectrum o. humanities, when properly taught, contribute to character growth. A skilful teacher can expose young people to a wide range of human experience through literature. Students can, through the right kind of reading and discussion, experience a variety of emotion and examine in a highly personal way motives, values, and attitudes which their years have not allowed them personally. Similarly, the case-study approach to social, economic, and political problems of the past and present can lead to a kind of experience which has much more impact on the feelings of the student than does the process so typical of many schools, of learning what happened and parroting it back.

Athletic competition is a very special area of school activity which is frequently given more credit for character development than all the other efforts of schools put together. There is more high-quality hokum advanced about the virtues of this aspect of schools and colleges than about any other. Here is a good example from that grand old warrior General Do las MacArthur:

> It [athletic competition] is a vital character builder. It molds the youth of our country for their future roles as custodians of the republic. It teaches them to be strong enough to know they are weak, and brave enough to face themselves when they are afraid. It teaches them to be proud and unbending in honest defeat, but humble and gentle in victory. It teaches them humility so that they may always remember the simplicity of true greatness, the open mind of true wisdom, the meekness of true strength. It gives them a temper of the will, a quality of the imagination, a vigor of the emotions. It gives them a predominance of courage over timidity, of an appetite for adventure over love of ease. Fathers and mothers who would make their sons into men should have them play the game.

Perhaps the best comment about this brand of sentimental exaggeration is that made by my sixteen-year-old daughter when I read it to her: "Is he serious?" The fact is, however, that the sports buffs in schools have been quite successful in developing a wir rationale for the virtues inherent their endeavors. With the help of t. rationale they have succeeded in removing from many young people the opportunities for healthy participation in sports in order to focus on a few, whose characters are presumably doubly elevated through the intensity

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'eir exposure to the combination
aches and competition.

Some teen-age boys are much helped by competitive athletics and the informal association with some coaches undoubtedly offers healthy and constructive personal contact. However, the claims made for the character-building values of sport, and particularly football, are vastly exaggerated. Indeed, there are influences creeping into secondary school athletics from the professional arena and from the semiprofessional world of college athletics which raise serious questions about the ability of schools to preserve whatever benefits flow from well-conducted amateur sport.

Finally, I also doubt the effectiveness of stylized or ritualistic observances in the schools designed to encourage patriotism. It is clearly a good idea to build respect for the flag as a symbol as well as to recall from time to time the glories of our national heritage. But no state legislator pressing for a law to require performance of the Flag Salute and the singing of the *Star-Spangled Banner* daily should deceive himself about the depth
the experience these observances
provide for school children. The
fact about the encouragement of patriotism in some schools is that these ceremonial activities plus a few idealized readings in American history are about all there is to support the building of a feeling for the American experience on this continent and, therewith, a commitment to the furtherance of the best in that experience. This shallowness in some schools is built upon a restriction of academic freedom and inevitably leads to a shallow patriotism in the individual. It is partly from this shallow brand of patriotism that we draw our John Birchers, our America Firsters, and our other moralistic oversimplifiers of the meaning of America.

THE forces that education can bring to bear on character development are supplementary, secondary, or supportive. When they are positive they can be helpful, but not sufficiently so to combat the problem of a truly inadequate home; when they are negative, as is sometimes the case, they do not necessarily hinder the healthy charac-
growth of a child from a satisfac-
home. This perspective on the
portional role of the school must be kept in mind lest we educators beguile ourselves into thinking we are more important than we really are. The school's contribution to character growth is determined first by who teaches, secondly by how he teaches, and only thirdly by what is taught.

Biology Is Changing, Too

This month the new biology curriculums developed over the past three years by research scientists and high school teachers became generally available to the schools. Here Arnold Grobman, director of the Biological Sciences Curriculum Study, which developed and tested these curriculums, offers a critique of past practices and indicates the changes that portend at every level from elementary school through college.

By ARNOLD GROBMAN

WITH some very striking exceptions, the present biology curriculum in American schools has fallen far behind the physical sciences in adapting to contemporary demands. Most of the school books make for dull, unexciting courses; although their illustrations are colorful their texts are not. Too many teachers give courses with virtually no laboratory work or, at most, with a few demonstrations. This kind of biology becomes something the student reads about rather than something he does; it is not a study of science but rather a narrative about science.

Most children, when they start school, already know a good deal about living things. They are familiar with common plants and animals, have a rudimentary knowledge of anatomy and physiology, and understand something of the genetic relationships among animals. And they have a driving curiosity about living things.

Do our schools build on these spontaneous beginnings? Do they sustain and encourage natural curiosity about living things? Do they develop notions of scientific inquiry? Unfortunately, no.

At the elementary level (grades 1-6), with some exciting exceptions, biology teaching is uneven and disorganized. Science instruction of all kinds rarely amounts to more than half an hour per day, and biology, of course, occupies only part of that time. Elementary science books do seem superior to those available for the higher grades and the growing number of well-written and well-illustrated supplementary books that can be obtained at low cost help to make the teaching materials reasonably adequate.

But the elementary teacher in a self-contained classroom must, of necessity, be a generalist expected to teach the sciences in addition to reading, spelling, social studies, arithmetic, and other subjects and skills. He must work with youngsters possessing widely varying knowledge, aptitudes, and attitudes toward learning. Some of these children are notably sophisticated in science and, in many instances, have a fairly detailed knowledge in specific areas. Unfortunately the science preparation

"The major direction of the new biology courses is to emphasize science as a process of investigation."

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of most of our teachers is sadly inadequate for effective work in such classrooms.

In a few school systems specially prepared teachers, with a strong background in science, assist those classroom teachers who lack such a background. Cooperative arrangements of this kind deserve to be more widely introduced. Certainly it is reasonable for elementary schools, especially in the upper grades, to utilize specialized teachers in basic subject matter areas such as science, as well as in art, music, and physical education, where they have been employed for many years.

But if science instruction in the elementary schools is uneven and disorganized, the junior high school program can only be characterized as hopelessly inadequate. It is my belief that, in general, American youngsters receive their poorest formal science education at the junior high level—and it is here also that their curiosity and interest in science largely disappear. The reasons are many.

The junior high years are particularly difficult ones for children. In addition, science classes at this level are frequently staffed by teachers with virtually no science training who have "moved up" from the lower grades—or by teachers who are marking time until they can complete the course work that will certify them for senior high school positions.

Some educators feel that science in the junior high (grades 7-9) should, as in elementary school, be general science, including topics from both the physical and the life sciences. Also current is the idea that general science in the junior high should touch upon *all* the sciences to some small degree (without offering an opportunity to develop any one in depth). These ideas, although popular with some observers and teachers, are not very intriguing to most students.

It would appear promising to experiment with a good stratified program for these grades. The sequence could be arranged in various ways; one possibility might be to offer the earth sciences in the seventh grade, life sciences (descriptive aspects of biology) in the eighth grade, and physical sciences (with special attention to matter and energy) in the ninth grade. With careful consideration of their backgrounds in science, followed by judicious assignment of teachers to the appropriate grade level, such a program could take better advantage of the academic strengths each teacher brings from his collegiate training. Such a curriculum would provide an effective transitional stage between the general elementary and departmentalized senior high school science programs. Unfortunately, modern textbooks for such a curriculum are not now available. I must hasten to add that within the framework of either a general science program or a stratified science program, a competent teacher with good materials can develop an excellent course of study for junior high students. But, given present conditions of departmentalized teacher training in our colleges, the stratified program would seem to offer competent teachers greater opportunities for success.

More broadly, two general observations may be made about both elementary and junior high teaching of the biological sciences. First, and of primary importance, most students are being exposed to courses *about* science rather than *in science*. They need far more opportunity to do field and laboratory work—and this does not simply mean going through routine motions with a laboratory workbook. Questions should be posed that form the starting points for experiments and observations that lead to analysis and interpretation. It is this total package of study and laboratory-related activities that comprises science education in the modern sense. And, as a dividend, many "slow" students with verbal problems will be found to do remarkably well in a laboratory atmosphere.

Second, science is too often equated with technology. Our present courses devote too much time to steam engines, radios, automobile motors, radar, hygiene, and other applications of science that are essentially utilitarian and environmental. Far too little emphasis is placed upon basic principles and concepts underlying these applications. Technology has an important role to play in education. But it would be disastrous for our society if our students were to regard science as the search for the design for a better refrigerator rather than as a continuing investigation into the behavior of gases under pressure.

SCIENCE in the schools should be concerned with the great ideas that contribute to our understanding of how the world functions: genetic continuity, evolution, and conservation of matter and energy, for example. True, an understanding of these principles leads to the production of better corn, better hogs, better fertilizer, and better refrigerators; but far more significant educationally is the fact that they lead to a conceptual knowledge of the biological and physical world that is our home.

At the high school level, again with a few encouraging exceptions, biology teaching is far from satisfactory. This is especially important because 80 per cent of our American high schoo dents take biology and only a th these ever complete another science course. For more than half of the nation's high school graduates, in fact, high school biology is the last formal study of science.

Most of the two dozen or so textbooks available today are dull and unexciting. They are usually "encyclopedic" in nature and place a premium on memorization of vocabulary. It has been estimated that in some biology courses the student must memorize more new "foreign" words than he does in a first-year French or German class. Very often in high school courses, as in the earlier grades, there is little or no laboratory work. Also, essential biological topics such as reproduction and evolution are often avoided to forestall the possible criticism of an occasional parent or school board member. In one state it is actually illegal for the teacher to discuss evolution if reference is made to human beings, and in some biology classes the study of reproduction is limited to plants.

MOST of today's high school courses are organized around tissues organs. That is, facts about the ture and function of stomachs, mus , lungs, hearts, nerves, and kidneys are presented by the text and teacher and memorized by the student. The interesting cellular organization of these structures and exciting excursions into their molecular mechanics are underemphasized. Also rarely included are studies of animal and plant populations and communities and comparative considerations of animal behavior, both of which comprise fascinating and thought-provoking topics for teen-age students.

In a significant number of American high schools the laboratory and field program—when there is one— consists primarily in following a recipe in order to verify a relationship well known to both the student and teacher long before the exercise was begun. Too few teachers—in part because adequate instructional materials have not been available—bring discovery and open-ended investigations into the classroom laboratory. For too many of our students, biology is not the study of life but a deadly and monotonous routine.

About four years ago the American Institute of Biological Sciences, financial support from the Nationa ence Foundation, established the Biological Sciences Curriculum Study at the University of Colorado for the improvement of secondary-school biological education. Under the able chairmanship of Dr. Bentley Glass of Johns Hopkins University, and with the active

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participation of hundreds of high school ogy teachers and hundreds of uni- ty biologists, the BSCS designed new high school biology courses and a wealth of supplementary materials. For three consecutive years, beginning in 1960-61, experimental editions of BSCS Biology courses have been extensively tested and evaluated in forty-six states, with the lively participation of 165,000 students and 1,000 teachers. These new courses have increasingly captured the imagination and enthusiasm of scientists, teachers, students, educators, and parents because they do several unique things:

1. They contain a wealth of interesting student laboratory exercises and experiments. Many of these investigations are "open-ended"; that is, they may lead the student into unexplored areas rather than direct him along time-worn traditional paths. Teachers involved in these new courses find themselves devoting proportionately more than twice as much class time to laboratory work as they had previously.

2. The major direction of these new courses is to emphasize science as a cess of investigation or, to put it her way, to acquaint students with art of scientific inquiry. Students not only learn to solve problems in biology; more important, they learn how to design experiments and interpret evidence that will provide answers to questions in science. And they learn how to evaluate the answers they obtain.

3. The new biologies include suitable scientific and straight-forward information in the "sensitive" areas of reproduction and evolution.

4. There is some evidence (not complete, however) that the problem-solving ability that students develop in the BSCS Biology classroom carries over to problem-solving in the chemistry class. (It will take more time to learn whether this ability sustains itself in still other classes and, more important, in post-school life.)

5. The new courses are modern biology. They deal with topics recent and exciting enough to be in today's newspapers while developing the appropriate historical perspectives for these cs.

6. The several courses are quite flexible so that a teacher can modify the basic materials in order to tailor his own course to fit the local situation.

7. They demonstrate that average American high school youngsters are capable of far more sophisticated intellectual attainment in biology than educators had previously believed possible.

8. The courses have been thoroughly student-tested in classrooms throughout America. They have been designed cooperatively by experts (research biologists) who are at the frontiers of knowledge in their fields and by high school biology teachers who face the day-to-day responsibilities of working with students in the biology classrooms. Never before has so much productive effort by so many competent persons been brought to bear on a single high school course.

After three years of experimental development, the new BSCS courses will become generally available this month. They promise a revolution in biological education at the secondary school level. It is hoped that, in addition, these materials will serve as working models for others interested in designing still further improvements for high school biology.

Because of these current changes in high school biology programs, a tremendous upheaval is clearly anticipated for higher education. Even now, a number of universities and colleges (examples: MIT, Johns Hopkins, the University of California at Riverside, and the Kansas State Teachers College at Emporia) are eliminating or drastically altering their introductory biology courses for students who have successfully completed a modern biology course in high school. Many other colleges are also considering such moves and it seems obvious that there will be a considerable revision of undergraduate biology during the next decade. To provide models for the colleges during this transition period, the American Institue of Biological Sciences initiated the formation of a Commission on Undergraduate Education in the Biological Sciences with headquarters at Washington University (St. Louis).

AT present there are two major types of introductory biology courses in American colleges and universities. One of these, a "general education" course, is designed for virtually all students in the institution regardless of their intended areas of specialization. Because of the wide diversity of student objectives, and the fact that these general education courses are often compulsory, student motivation is frequently low. Unfortunately, also, the more talented members of the biology faculties often shun these courses. Since a great many students are involved, many universities attempt to adjust to this weight of numbers by offering these courses without laboratory instruction. Despite these difficult problems, the potentialities are promising for such general education courses to play a significant role in the education of non-science majors. The other major type is an introductory biology course (or, in some colleges, introductory botany and zoology courses) designed to be elected by students with more than a casual interest in the biological sciences. Presumably considerable attention will be given to both types of courses by the new commission.

In the 1870s the great British biologist, T. H. Huxley, introduced a zoology course that used a phylogenetic approach, that is, a description of the anatomy and physiology of animals, proceeding from the lower animals to the higher animals in a linear fashion along evolutionary lines. Although it is on the wane today, this phylogenetic type of course has been dominant for many years. At the University of Michigan during the 1920s, a course was developed that was devoted primarily to principles of zoology: a consideration of broad biological topics, using appropriate animals as examples of the particular principle under review. Biological "principles" courses of this nature have spread rapidly and now serve as the standard introductory courses in colleges today. Many of them, unfortunately, tend to be fundamentally descriptive; some of their protagonists do not seem to appreciate that the memorization of the formula for an organic chemical compound is no more experimental, and no less static, than the memorization of the names of the parts of the crayfish appendages.

A FURTHER problem facing college biology is that instructional modernization will have to accommodate the rapid expansion of biological knowledge, which is currently doubling about every ten years. It is obvious that selection of material will become more and more critical. Perhaps the direction of the next big change in our college biology programs will be toward an experimental approach to science in which students investigate questions of "why" and "how" rather than questions of "what."

For the colleges, the preparation of secondary school teachers is a difficult and special case. For the most part, potential high school biology teachers and junior high school teachers receive their biological training in the departments of biology in our colleges and universities. When we observe that their preparation in biology is less than adequate, we cannot simply castigate the education departments of the colleges, fashionable as such complaints are today. If we are to be honest in

(*Continued on page* 75)

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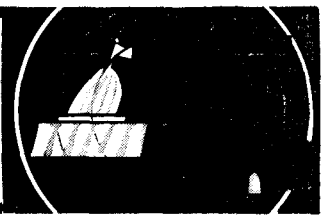
While School Keeps



SCHOOL DESEGREGATION in the South moved a trifle faster this fall as 140 school districts dropped racial barriers for the first time. This is the largest number to desegregate in any year since 1956, according to the *Southern School News*, official publication of the Southern Education Reporting Service. The pace of change is still slow, but appears more clearly inexorable even to the most reluctant Southerner. Districts were desegregated in Alabama and South Carolina for the first time—leaving Mississippi as the only state with its public elementary and secondary schools wholly segregated. And, in other states, desegregation is moving into "hard core" areas of racial sentiment without apparent difficulty.

There are 6,197 school districts in the seventeen-state Southern and border-state region. Of these, about half (3,053) are biracial — having both Negro and white pupils. About 37 per cent of the biracial districts (1,119) have desegregated. But a far smaller percentage of Negro children in these districts is actually in schools with white children.

It may be encouraging that 119 of the 140 districts that desegregated this fall did so voluntarily; only twenty-one were under court order.

Voluntary desegregation does not mean, of course, that a community is willing to drop racial bars any farther than necessary. As court cases have gradually eliminated the possibilities for evasion of the Supreme Court's 1954 decision, the more sophisticated opponents of desegregation have recognized that change is inevitable. They have also seen that communities that indulged in an emotional, last-ditch massive resistance fight to avoid integration finally had to submit to a court-ordered desegregation plan that often went farther and faster than court-approved plans developed by the communities themselves. Therefore, voluntary desegregation has become one means by which local communities can control the pace of change and limit the degree to which racial barriers are lowered.

An instructive analysis of the means that have been proposed to control and limit desegregation is contained in a twenty-eight page pamphlet published jointly by the Southern Regional Council (5 Forsyth Street, N.W., Atlanta 3, Georgia) and the Anti-Defamation League of B'nai B'rith (515 Madison Avenue, New York 22, N.Y.). Titled "Token Desegregation and Beyond," by J. Kenneth Morland, professor of sociology, Randolph-Macon Woman's College, Lynchburg, Virginia, the pamphlet describes the various methods used to slow desegregation, the developing attitudes of federal courts toward these methods, the costs of desegregation, and one point of view on what the future holds. Copies are available from either of the sponsoring organizations for fifty cents.

STATUS OF SOUTHERN SCHOOL DESEGREGATION

(As of September 1, 1963)

State	Total Districts	Desegregating This Fall: Number Biracial	Number of Districts	Voluntary	Court-Ordered	Previously Desegregated	Total Desegregated
Alabama	114	114	4	0	4	0	4
Arkansas	416	228	1	1	0	12	13
Delaware	87	87	0	0	0	87	87
Dist. of Columbia	1	1	0	0	0	1	1
Florida	67	67	5	3	2	10	15
Georgia	198	182	3	2	1	1	4
Kentucky	205	166	16	14	2	149	165
Louisiana	67	67	1	0	1	1	2
Maryland	24	23	0	0	0	23	23
Mississippi	150	150	0	0	0	0	0
Missouri	1,607	213	0	0	0	203 (Est.)	203 (Est.)
North Carolina	173	173	21	21	0	18	39
Oklahoma	1,180	241	0	0	0	196	196
South Carolina	108	108	1	0	1	0	1
Tennessee	154	143	10	10	0	26	36
Texas	1,461	919	55	46	9	177	232
Virginia	130	128	23	22	1	32	55
West Virginia	55	43	0	0	0	43	43
TOTALS	6,197	3,053	140	119	21	979	1,119

—Southern Education Reporting Service

Desegregation poses enormou: lems—both educational and soci.. or Negroes and whites alike. And each state is meeting the challenge of change in its own way, within its own cultural traditions. Alabama and Mississippi have been the scenes of bitter violence in the course of the last year as Negroes sought to achieve, in fact, the equality of opportunity that was so dearly won in theory a hundred years ago. But South Carolina, despite its Deep South traditions, has quietly enrolled eleven Negro children in the elementary and secondary schools of Charleston, just as it last year enrolled the first Negro in the state college at Clemson. The men who influence state policy there will allow desegregation to proceed not one whit faster than necessity demands. But neither are they likely to countenance the barbarism of violence.

Change is bound to be slow in many parts of the South. But it may be hopeful that voluntary desegregation is becoming the rule rather than the exception in some areas of the South, whatever the motivation for it, because in almost every case to date, once Negroes have been admitted to white schools, the number admitted h: creased year by year.

RECRUITING HIGH SCHOOL SCHOLARS on a nationwide basis through offers of tangible benefits—such as money—is a relatively new departure for colleges and universities. Institutions of higher learning have long competed for high school football stars, each attempting to outdo the other in the "educational" advantages offered. But only very recently has the mental man become as valuable as the muscle man in the contribution he can make to the institution's public and professional image. The movement for academic excellence may be coming of age.

In the course of the past year a number of colleges and universities have turned over some of their own scholarship funds to the National Merit Scholarship Corporation in order to assure themselves of minimum representation from that elite pool of freshman talent, the National Merit Scholars. Institutions using this means to help raise the academic level of their student bodies range from tiny Bennington in Vermont (350 women) to huge Michigan State (21,000 undergraduates), to small B:- on College in Wisconsin (700 mer women). Each will benefit and schools will probably follow their lead.

Other institutions are seeking the same objective through individual programs of their own. The University of Southern California, for instance, launched a nationwide search last spring "for exceptionally gifted high school

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niors" to become the university's first Trustee Scholars. Ten more will be lected each year; those who need financial aid will receive up to $2,500 a year and will retain their designation as long as their academic work holds up. In explaining the new program, USC's president, Dr. Norman Topping said, "The keen minds of Trustee Scholars will be a benefit and an inspiration to all who study here."

New York University, the nation's largest private institution of higher learning, is initiating a similar program this fall with the selection of fifty-five incoming freshmen of outstanding ability to be New York University Scholars. Scholars will attend special seminars, colloquia, and meetings with faculty advisors and distinguished campus guests will be arranged for them. A special effort will also be made to help them become acquainted with the vast cultural resources of New York City. They will receive up to $12,000 in financial aid over the four years of study. NYU is also seeking through this program, which within four years will include 150 to 200 University Scholars, to increase the proportion of students from other areas of the country.

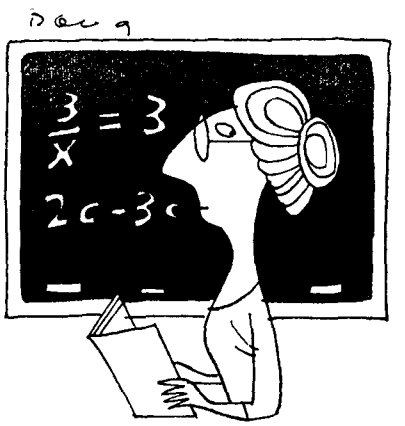
NATURAL HISTORY PRESS, a new publishing venture, brings together the resources of one of the nation's great museums and a major publishing house to develop new science materials for students—and adults. A joint undertaking of the American Museum of Natural History and the Doubleday publishing house, the new press is launching this month a new book series, to be known as American Museum Science Books, for students and interested adults, and a new science magazine for upper elementary students in the nine-to-fourteen age group called *Nature and Science*. This collaboration of scholars and publishers promises science materials of unusual quality and interest.

First offerings in the new series of American Museum Science Books, are four paperbacks: *Exploration of the Moon*, by Franklyn M. Branley; *Biology of Birds*, by Wesley E. Lanyon; *Indians of the Northwest Coast*, by Philip Drucker; and *Indians of the Plains*, by Robert H. Lowie; and one cloth-bound volume, *Wasp Farm*, by Howard Ensign Evans. The two volumes on the American Indian were originally published in the Anthropological Handbook Series of museum; the other volumes are published for the first time. Prices of the paperbacks range from ninety-five cents to $1.95; *Wasp Farm* is $3.95.

Nature and Science, the new magazine for the elementary grades, is a sixteen-page illustrated periodical that will appear fortnightly during the school year and offer special monthly issues during the summer. It provides articles on the physical and biological sciences, mathematical and scientific games, projects for the young scientist to pursue, and explanations of how common mechanical objects work (in the first issue, for instance, drawings and text show the inner workings of a water faucet). Subscriptions are available from the magazine, Garden City, N.Y., at $2.70 a year (eighteen issues), special prices for quantity orders for classroom use and for the teacher's edition.

AUTOMATION IN EDUCATION takes many forms and serves a variety of purposes. Northeastern University in Boston, for instance, has used new data processing equipment to put alumni giving on an installment basis. Designed to do the usual job of providing fast and accurate handling of student records, examinations, and payrolls, the equipment also makes possible a fund-raising program that allows alumni to pledge as little as $100 to be paid at the rate of $5 a month for twenty months. Many alumni are able to give substantially more each year in this way than when they sent a single, annual check. But keeping track of a large number of monthly gifts over an extended period without data processing equipment, the university notes, "would have required a small army of clerical help."

NEGRO GRADUATE STUDENTS represent a disproportionately small percentage of the total according to Chancellor Franklin D. Murphy of the University of California at Los Angeles. Yet, he says, "If the number of Negroes entering university teaching and research is to be increased, the process must begin by expanding the enrollment of qualified Negroes at the graduate level." Therefore, UCLA has launched a drive to find qualified prospects within the university's undergraduate student body, and plans are being made to extend the search to high schools, junior colleges, and the California state colleges. The effort is complicated by the fact that no records are kept of students by race and no fellowship funds are available specifically for Negroes. However, prospective students will be given the benefit of special counseling about professional career goals and information concerning the opportunities available.



PEACE CORPS VOLUNTEERS, when they return from their two-year tour of duty overseas, bring with them knowledge and experience that promise to be uniquely valuable in a shrinking world of rapid social change. But only a fraction of the potential benefit that both society and the volunteers themselves might reap from their experience will be realized if the pay-off is left to chance. Therefore, the American Council on Education, under a grant from the Carnegie Corporation, has set up the Peace Corps Volunteer Career Information Service (700 Jackson Place, Washington, D.C.) to seek out employment and educational opportunities for returning volunteers, provide a career-counseling service, and keep a record of what happens to volunteers in the years following their overseas experience.

Some 700 volunteers will have completed their two-year tour of duty by the end of 1963. To date more than forty colleges, universities, and foundations have already offered scholarships and fellowships in a variety of fields. More are needed and will doubtless become available as awareness of the need grows.

Meanwhile, the success of early volunteers in their assignments abroad is indicated by the announcement that the Peace Corps estimates it will need at least 5,000 teachers during the next twelve months to meet the requests coming in from the forty-seven countries throughout Latin America, Africa, and Asia where it now has educational projects. Teachers are needed at every level from elementary school through college—for all subjects usually taught in American schools. Greatest demand, however, is in mathematics, science, English as a second language, vocational subjects, and physical education. Physically fit teachers who are retiring or who are eligible for a leave of absence may apply. Further information is available from the Peace Corps, Division of Recruiting, Washington 25, D.C. Applicants should indicate whether they are retired or plan to take a leave of absence, and should also note their teaching field. —JAMES CASS.

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HOW TO PAY FOR YOUR CHILD'S EDUCATION. *By Sidney Margolius. Public Affairs Pamphlets (22 East 38th Street, New York 16, New York). 21 pp. Paperback, 25 cents.* Suggestions on how to reserve funds for college costs and a section on various sources where loans and scholarship aid may be obtained.

HANDBOOK OF PRIVATE SCHOOLS 1963. 44th Edition. *Porter Sargent (11 Beacon Street, Boston 8, Massachusetts). 1,370 pp.* $10. A directory of more than 2,000 private schools.

THE CONCEPTS OF OVER- AND UNDER-ACHIEVEMENT. *By Robert L. Thorndike. Bureau of Publications, Teachers College, Columbia University. 79 pp.* $3.25. An analysis of present-day concepts of academic achievement.

EDUCATION AND THE CREATIVE POTENTIAL. *By E. Paul Torrance. University of Minnesota Press (Minneapolis 14, Minnesota). 167 pp.* $4.50. A discussion of creativity and the school's role in stimulating it.

USING CURRENT CURRICULUM DEVELOPMENTS. *Association for Supervision and Curriculum Development (1201 Sixteenth Street, N.W., Washington 36, D.C.). 118 pp. Paperback,* $1.75. Interpretations of the latest curriculum developments.

THE MICHIGAN RECORD IN HIGHER EDUCATION. *By Willis F. Dunbar. Wayne State University Press (Detroit 2, Michigan). 463 pp.* $9.50. A history of the state of Michigan's accomplishments in higher education.

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COMMON SENSE IN TEACHING READING. A Practical Guide. *By Roma Gay. Bobbs-Merrill. 298 pp.* $4. (To be viewed next month.)

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Conant

Continued from page 55

of courses in education and those trained as the state requires. Why shouldn't there be the same free choice in our public schools? The question is implicit in many of the attacks on schools of education. It is at the base of much of the hostility of lay critics, many of whom can cite examples of high-standing college graduates who are forced by state requirements to devote a certain number of hours to courses given by professors of education. It is hard to overestimate the bitterness of those who attack schools of education with such cases in their minds.

An inquiry into the history of certification reveals that this issue has long been a breeding ground of controversy. The struggle to control entrance to the teaching office is an old one, destined perhaps to continue indefinitely.

IN the United States local secular authorities early established control, with respect to publicly supported ools, of the total process of certifi- on, though, of course, religious leaders sometimes acted as agents of the secular community. These authorities utilized two screening devices: character witnesses, and oral or written examinations. But since local boards were often hard pressed to find any teacher, they were sorely tempted to tailor the examinations to whatever candidate became available. Indeed in some rural areas the examiners themselves were too unschooled to develop and evaluate rigorous examinations even if they were inclined to do so. Finally, local ethnic or religious prejudices, personal favoritism on the part of some board members, and, it must be said, simple graft often entered the process.

As state systems of education developed in the middle decades of the nineteenth century, the emerging state Departments of Education began to take over the examination function. The rate of change varied from state to state, and in some cases the system of local examination persisted well into the present century. Though the legal sovereignty of the state in educational tters is clearly recognized, the state never assumed total control of the ual certification processes from such major communities as New York City, Chicago, Philadelphia, and St. Louis.

In many states, public normal schools (later teachers colleges), controlled by the state Departments of Education, emerged simultaneously with the state system of public schools. Before 1850, state Departments of Education had begun to accept as a basis for certification completion of a course of instruction in one of the normal schools or colleges they controlled. This alternative to examination simplified their tasks. Thus by 1850, several states had two certification devices: first, completion of an approved course of studies in a state-regulated institution; and second, examinations.

When, at the turn of the century, American education expanded in terms of the number of students and schools, a further complicating factor entered the picture: the amount of knowledge available increased explosively; and the amount required for effective citizenship and employment rose rapidly as the social and economic system grew more complex and technologically oriented. The question raised in England by Thomas Arnold and Herbert Spencer about "what knowledge is of greatest worth" became acute in American education generally, and in teacher education explicitly.

Among the bodies of knowledge, or literature, that grew most rapidly, was that having to do with the process of education itself. The normal-school people developed an extensive literature concerning the "science and art of teaching," and as university departments of education developed, research and speculation flourished both in them and in the related social science fields. Instructional materials ostensibly tailored to the growing interests and aptitudes of school-age youngsters came to abound. By 1900 the field of "education" had so developed that doctoral degrees were being awarded, and shortly thereafter one could specialize on the doctoral level in such fields as educational psychology, school administration, curriculum and instruction, and the history or philosophy of education.

In the normal schools, material concerning curriculum and instructional problems secured a major place. In universities in which a minority of the students and professors were directly concerned with teacher education, and in which the atmosphere was traditionally hostile to vocational education of any kind, the process moved more slowly. Since the state came more and more to depend for its supply of teachers on graduates of the universities and of colleges with traditional academic orientation, those who believed in the desirability of pedagogical courses found it necessary to utilize forces outside the colleges and universities. Their solution was a series of laws establishing requirements for courses in education to be taken by all candidates for certification. These early laws tended to assume that the collegiate and university faculties would make certain that the candidate was liberally educated and had adequately studied the subjects he proposed to teach. But college and university faculties were unwilling to tailor their academic requirements to the teaching assignments their graduates were to undertake, and as a result it often happened that teachers were not properly prepared in their subjects. When this became evident, the state certification officers began to require teaching "majors" of one sort or another. By this time, a new certification device had emerged: certification based on the successful completion of a specified set of courses taken in a collegiate institution which might or might not have been subject to state inspection and regulation.

IT is important to note that such certification regulations were in a sense imposed on the universities and colleges as the result of pressure from a coalition of State Department officials and public school people. Just as the professors of the academic subjects had not, in general, been willing to assume active responsibility toward the public elementary and secondary schools, they did not welcome the responsibility for the professional preparation of teachers. Moreover, the academic faculties often felt that the professors of education employed to offer this instruction would not have been hired if it had not been for the state regulations, and resented what seemed to them external coercion. The professors of education, for their part, found that their own convictions coincided with those of State Department and public school personnel, and realized, too, that their source of greatest support was outside the university faculty; as a result, they were more careful to cultivate the outside group.

In modern form the traditional patterns of certification are all at present in contention. What is essentially new is the determination of academic professors, and their allies in the larger community, to minimize the influence that professors of education, State Department personnel, and other public school forces have traditionally held over the certification process.

I have perhaps stated the issue too simply. Yet it remains true that certification requirements rank high among the sources of hostility between professors of education and their colleagues in academic faculties. This should not be surprising, for the importance of these requirements on

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campuses throughout the country is enormous.

One would like to look at the education of future teachers in terms of a free market of ideas, and this I endeavored to do in my visits to teacher-training institutions during this study. But I came to the conclusion that such an inquiry lacks reality. The idea of state certification is so thoroughly accepted that I have found it hard to get a serious discussion of the question "What would you recommend if there were no state requirements?"

As for the attitude of the students taking state-required courses, I must report that I have heard time and time again complaints about their quality. To be sure, by no means all students I interviewed were critical; so many were, however, that I could not ignore their repeated comments that most of the educational offerings were "Mickey Mouse" courses. There can be no doubt that at least in some institutions the courses given by professors of education have a bad name among undergraduates, particularly those intending to be high school teachers. To some extent, perhaps, this is simply because the courses are required. I am well aware, from my years of experience as a teacher of a subject required for admission to a medical school, that any required course has two strikes against it in the student's mind. I am also aware that in some institutions the critical attitude of the students toward the education faculty is fed by the devastating comments they hear from certain academic professors.

The subject of teacher education is not only highly controversial, but also exceedingly complicated. The complexities are hardly ever acknowledged by those who are prone to talk in such slogans as "those terrible teachers colleges" or "those reactionary liberal arts professors." These slogans invariably represent a point of view so oversimplified as to be fundamentally invalid. This is not to say that either academic or education professors cannot be criticized. *In the course of my investigations, I have found much to criticize strongly on both sides of the fence that separates faculties of education from those of arts and sciences.*

Teachers for our public schools are employed by local boards of education on the recommendation of the superintendent. Local boards are composed of laymen; therefore, these citizens are intimately concerned with the training of the teachers whom the boards employ. Freedom of the school board is limited by state requirements, which directly or indirectly are determined by laymen—the members of the legislature in each state.

UNLESS one considers the relation of the state authorities to the school boards on the one hand, and the teacher-training institutions on the other, one is apt to miss what I consider a fundamental element in any plan for improving teacher education. The essential questions are: What role should the state play in the supervision of teacher education? And to what extent should universities and colleges be left free to experiment with new and different programs for educating teachers? My own answers to these questions appear in the final chapter of my book.

I am well aware that many educators resent the idea that laymen should have anything to do with education except to provide the funds. I do not agree with this point of view. What goes on in schools and colleges is far too important to be left entirely to the educators. The layman as a responsible member of a school board, a board of trustees, a legislature, or any public body has a vital part to play. The layman as a citizen who votes and pays taxes has every reason to make his voice heard; as a parent and as an alumnus he should have concern with teacher education. What he says however, should be based on an informed opinion.

Conant's Staff

The men who worked with Dr. Conant on his two-year study of teacher education, and their present positions, are listed below.

Prof. Merle Borrowman, School of Education, University of Wisconsin
Dr. Robert F. Carbone, Division of Teacher Education, Emory University
Prof. William H. Cartwright, Chairman of Department of Education, Duke University
Dr. E. Alden Dunham, Director of Admissions, Princeton University
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Prof. John I. Goodlad, School of Education, University of California, Los Angeles
Prof. Nicholas A. Masters, Department of Political Science, Pennsylvania State University
Dr. Michael D. Usdan, School of Education, Northwestern University

Conant's Recommendations

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be required for the master's degree, as is now the case in some institutions.

(5) The summer-school sessions should be arranged so that four summer residences will complete the degree requirements, or two summers plus one full-time semester residence.

(6) If the offering in the arts and sciences is not wide enough in the summer session (as it would not be in some state colleges), arrangements should be made for the transfer of credit from a university summer school with a good offering of courses in subject-matter fields.

(7) For elementary teachers, the degree should be master of education in elementary education; for secondary teachers, master of education in English (or science, or social science or modern languages or mathematics).

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- **Composition of NCATE**
  The governing boards of NCATE and the regional associations should be significantly broadened to give greater power to (a) representatives of scholarly disciplines in addition to professional education, and to (b) informed representatives of the lay public.
- **Function of NCATE**
  NCATE and the regional associations shall serve only as advisory bodies to teacher-preparing institutions and local school boards. They should, on the request of institutions, send in teams to study and make recommendations concerning the whole or any portion of a teacher-education or employment policy, and they should provide a forum in which issues concerning teacher education and employment are debated.

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Travel

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to whether or not you took $75,000 of the taxpayer's money and spent it in Japan in dollars.

GILMORE: All right, sir. Under alteration—

ROONEY: You did, did you not?

GILMORE: Sir, we opened the Tokyo office—

ROONEY: You did spend the American dollars to the extent of $75,000 in one office; to wit: Tokyo, did you not?

GILMORE: Yes sir.

ROONEY: That is the answer.

Gloating over that victory, Rooney pressed on into the purchase of tape recorders, typewriters, motion picture projectors. Then into reception room furniture. Rooney asked about those and Gilmore began, "The specifications for those—" That is as far as he got when Rooney cut in. "I'm not going to ·te time with you now, Mr. Gilmore. are going to have a week of hear··gs on this item if you persist in this." Rooney announced that there would be no further colloquy on this subject but that he would let the record speak for itself, and that the record said that $75,000 was spent with Japanese firms. The fact that two-thirds of this figure represented rent for three years was not further explained. Indeed, it seemed to have been deliberately hidden.

At this juncture Rooney tried to make some capital over the matter of rugs for the other offices. Bow had stolen the issue only that very morning in a now celebrated colloquy over the rug which had been bought in Hong Kong for use in the Tokyo office. Mr. Bow just couldn't get it through his head why, "with the fine carpet manufacturers we have in this country and the serious situation of the textile industry in this country," Gilmore paid $1,860 for a carpet made in Hong Kong. Bow made a number of speeches wringing his hands over the poor taxpayer, wondering whether it was fair to soak them so. He was doing so well at it that Rooney felt obliged to ·er the dialogue. "Is this carpet red?" asked brightly. "It sounds like a ·· red carpet."

The fact that the carpet had been bought by the purchasing officer at the U.S. Embassy in Tokyo seemed to cut no ice with Bow and Rooney. What Gilmore was unable to present at the time was the carpet, purchased in Hong Kong and installed in Tokyo at a cost of $13.50 a square yard, would have cost taxpayers $24.85 a square yard, not counting shipping charges, if bought in the U.S. He wasn't able to give the facts, and the committee didn't want to listen to them, about the champagne opening. The committee insisted foreign champagne had been purchased with taxpayers' money. In truth U.S. champagne had been served, and it had been donated by private travel industry sources. Nor did the committee care to understand that in promotional campaigns it is common to give out small gifts such as cuff links, which are presented by the State of Florida and the city of San Francisco, to mention two that come to mind. Keys are presented by cities and expensive gifts are exchanged by heads of state, all at the taxpayer's expense, and presumably for the taxpayer's ultimate good.

The cost of developing an insignia averages about $26,000 among such companies as Scott Paper, Abbott Laboratories, and Hilton Hotels. The Travel Service as a new agency had no department of its own (supported by taxpayers' money) to develop such an insignia. On the damaging allegation that the U.S. office was set up in Tokyo against the advise of the U.S. Ambassador, the facts are that on January 17, 1962, Ambassador Reischauer and his first secretary met with Gilmore and all hands agreed to go ahead. Reischauer said at the time that Japan offered a good market even with temporary restrictions on civilian travel and would offer one of the world's best when these restrictions were removed. Travel from Japan to the U.S. was up more than 44 per cent over the same period in 1962.

Such glaring excesses as the celebrated excursion abroad taken last year by Congressman Powell with two female companions, all of them traveling at the taxpayer's expense, rarely get aired in the committee rooms. Nor in this instance did the cost of sending Brooklyn's Congressman Rooney overseas, not to mention his private detectives, all of whom enjoyed foreign junkets at the taxpayer's expense. Why such a fuss was made over such a relatively small budgetary item is a rather cloudy issue, too. Rooney has allegedly claimed that it is his particular ploy to create a diversion over a small issue while he pushes the Administration's expensive issues through the back door presumably, while the Republicans aren't looking. If that be so, it seems a shameful way to run a government. A man like Gilmore, who has left private life at some sacrifice and inconvenience in order to come to Washington, deserves better. So, for that matter, do the people of Brooklyn.

—HORACE SUTTON.

Biology

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our criticisms, the finger should be pointed at the biology departments in the liberal arts colleges since 80 per cent of the teachers with a major in biology are the products of liberal arts colleges or universities—not of teachers' colleges or education departments. (This does not include the teachers in biology classrooms—about 50 per cent of those currently teaching—who have not been formally prepared for their present assignments and are in them by administrative fiat, rather than through choice and certification.)

The crux of the teacher training problem seems to be that the college biology departments are staffed by professional biologists whose bread-and-butter courses are designed for pre-medical students and future research biologist, the latter being the *alter egos* of the professors. When prospective secondary school teachers come to these departments and request programs planned for their own specific needs, the biology departments frequently reply that the teachers should take the "standard" courses and not ask for "watered-down" courses. But the opposite of "standard," obviously, need not necessarily be "watered-down." A more relevent consideration would seem to be that future secondary school teachers of biology will serve society primarily as *interpreters* of biological research rather than *users* or *producers* of biological research. The needs of such prospective interpreters might conceivably be better met with a quite different array of courses—courses that could be just as demanding, and with just as much "meat" as those designed for potential research men. Some of the smaller colleges seem to be more keenly aware of this situation than many of the larger universities.

The overall prognosis for biological education in the United States in the next decade is very exciting. During recent years a solid and productive cooperation has been developing between school people and subject-matter experts in biology, as well as in mathematics and other sciences, and this bodes well for American education. Without doubt the new secondary school biology courses will have an ever-increasing impact on biological education at all levels of instruction for years to come.

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SEMI OR FULL RETIREMENT? Ideal home will be the Orchard Heights Clubhome now developing in the beautiful hills of Western New York, 15 miles from Buffalo. Excellent transportation. Non-sectarian. Condominium-type high-rise. One, two, three rooms with bath, vanitory, dressing area, kitchenette. Meals, maid service, utilities, taxes, maintenance, telephone, programming in monthly fee. Box 311, Orchard Park, N. Y.

PORTRAIT PAINTER, traditionalist, at start of career, will execute dignified oil portraits very modest fee. NYC area. LEhigh 4-8325.

WOMAN — Experienced personnel administration, counseling, placement, desires challenging relocations. Box E-219.

WANTED: T.R. memorabilia—especially bust. Give description, price: G. Kissack, 142 Country Club, Chicago Heights, Illinois.

YOUNG MAN, married, fluent Spanish, fair French seeks employment Europe, preferably Spain. Two years administration-public relations experience South America. Box E-205.

PERSONALS

NEUPERT HARPSICHORDS, CLAVICHORDS. Oldest, finest. Free Catalogue. MAGNAMUSIC, Sharon, Connecticut.

PRINT MAKING—Classes and workshops, day and evening. Write for catalogue of courses, professional printing services, magazine, and print memberships: Pratt Graphic Art Center, 831 Broadway, New York 3, ORegon 4-0603.

WANTED: Personable young man "Friday" for household duties and garden work. Address P.O. Box 395, Crescent City, Florida.

RENT AND READ 21 Best Seller books for annual subscription of $18. Mail delivery 1-2 books monthly. Deadline November 25th. Ideal Christmas gift. Brochure, Lendlease Library, Box 992, Brooklyn, N. Y., 11202.

EMPLOYMENT OPPORTUNITIES

WANTED: Man 35-50 years. Permanent position to act as chauffeur and personal assistant to active male executive without vision. Work alternate 2 days with maximum 52 hour week. Must be fluent reader, excellent driver, high school education or better. Excellent salary. Manhattan. Send complete resume with references. Box E-225.

"NER" reports hundreds of SPECIFIC $7,000-$35,000 Executive job openings. Write for free copy. National Employment Reports, 105 West Adams, 830-2, Chicago 3, Illinois.

LIBERAL ARTS COLLEGE PRESIDENT, upper South, needs competent secretary. Box E-149.

CALIFORNIA JOBS! Tell us field you want; we'll mail listings postpaid. Send $2 to California Employment Directory, 582 Market, San Francisco 4.

LEADER TRAINER for liberal arts discussion groups; promote, organize, administer area program for nonprofit educational organization; travel necessary; various locations. Box E-165.

AUTHOR, BACHELOR, highest references, now living own home Long Island, planning larger new home, seeks literary-secretary, home-manager; drive car, travel opportunity. State qualifications, references. Box E-211.

EDITORIAL PRODUCTION MANAGER for major publisher of elementary and high school texts. Must have administrative experience and a thorough knowledge of editorial production and procedure. This is an excellent opportunity for growth in a company that is itself growning very rapidly. The salary is open. All replies will be held in strict confidence. Box E-230.

HOUSES AVAILABLE

For Sale

SOUTHERN VERMONT—Houses, acreage for skiing or retirement. Harold W. Ross, Bondville, Real Estate. 802-824-5457.

NEW PALTZ, NEW YORK. Historic farmhouse, 5 acres. Thoroughly comfortable—original beams, fireplace, etc. Beautiful situation. Swimming. 1½ hours midtown. $19,000. Also acreage, handhewn barn framework. GRamercy 3-1696 NYC, 914-AL 6-4581.

CARROLL COUNTY, MARYLAND—Brick mansion, built 1844, in excellent condition; two additional houses and 26 acres. Formal garden. Marble fireplaces by sculptor Reinhart. Billingslea Real Estate, 301-TI 8-4090 Westminster, Maryland.

VERMONT COUNTRY PLACES in Arlington, Shaftsbury, Sandgate area. Herbert Douglas, Arlington, Realtor, 375-2215.

50 MILES MANHATTAN, Taconic Parkway—4 room house, fireplace, guest cottage, 7 acres, brook, pool, garage-craft shop. $12,500 equipped. Box E-198.

CHARMING RETIREMENT HOME. Over 4 acres beautifully planted. 200' frontage on bay overlooking ocean. $17,000. Box 118, Route 2, Wilmington, N.C.

WESTCHESTER—35 miles 42nd Street. 4 room cottage, over one acre, quiet, convenient location protected by 300 acre wildlife sanctuary. $23,000. 914-WI 1-1752.

(Continued on page 78)

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CLASSIFIED

(Continued from page 77)

HOUSES AVAILABLE

For Sale

EMERSON, N. J.—Interesting 6 room ranch. Excellent commuting. $19,000. COlfax 2-5580.

WILMINGTON, VERMONT. Fieldstone, frame chalet. Balconies, spectacular view, sleeps 25, two families easy. Close skiing, lakes. $30,000. 201-AD 3-0875, Box E-206.

PETIT CHATEAU for the artistic. Country escape, minimum maintenance, 100 miles NYC. Privacy, accessibility, interesting 4½ acres, mostly wooded. Three-level masonry architecture, French atmosphere, large rooms, high ceilings, fireplace in living room and master bedroom. 9 rooms, 3 baths, 2 powder rooms, tiled terrace, garage, basement, all modern conveniences. Priced to sell. Alpert Borden, Realtor, Main Street, Lakeville, Connecticut. Code 203-HE 5-2400.

BROOKLINE, NEW HAMPSHIRE. Our dream: Restored, circa 200-year-old, center chimney Cape. Charming, snug. Contact owner (transferred) promptly. Prolonged parting painful. $29,000. Box 24, Brookline, N.H.

For Sale—Furnished

SACRIFICE OFFERING of lovely, beautifully furnished home with income apartment in temperate all year-round climate. Ideal for retirement. Owner in poor health and must sell at a loss. Also—some wonderful bargains in summer cottages. Write Barber Realty, 905 North Bay Avenue, Beach Haven, New Jersey.

For Rent—Furnished

PETERSHAM, MASSACHUSETTS. Charming 18th century farmhouse, barns; fireplaces, modern conveniences, sleeps 8. 700 wooded acres. $100. Box E-167.

WINTERING IN CALIFORNIA? Fully furnished ocean-front sleeps six. Week or month. Box E-103.

MARYLAND WOODS, week-end retreat. Privacy. $35 month. Box E-207.

APARTMENT WANTED

WRITER wants pleasant, furnished Manhattan apartment, preferably 3½ rooms on sublease—ideally from September 15th-June 15th, but would consider longer. Write P. Roth, c/o Russell and Volkening, 551 Fifth Avenue, NYC.

PROPERTY FOR SALE

"UNIQUE!" 15 1-acre plots in Wilderness Community of Friends and like-minded people back of two hundred foot strip of common land along shore of unspoiled lake. Several cottages also. Write Kenneth B. Webb, Plymouth Union, Vermont.

WATERFRONT "SECOND-HOME" SITES. Thoreau-like country. Utilities. Charming model. Brochure. Sheepscot Shore Colony, Palermo, Maine.

INCOME PRODUCING PROPERTY—Keene, New Hampshire. 2-story building used mercantile and dwelling purposes. Store on first floor presently rented. Spacious, separate 7-room apartment second floor, garage. Adjacent lot also available for purchase. Details, contact Attorney Harry C. Lichman, Keene, N.H.

BUSINESS OPPORTUNITIES

PERFECT CALIFORNIA CLIMATE—surf pounding your door. Well established fuchsia gardens. $5,000 yearly income. $25,000. Box E-132.

CAMPS

VENI, VIDI: My boy (girl) will be in an "ideal" camp. Now is the time to write, visit. Appel Farm Art & Music Center, Elmer 2, New Jersey.

VACATIONS

THE MANOR in Asheville, North Carolina, welcomes creative people. Pleasing rates, beautiful surroundings.

LA ORILLA, Islamorada. Florida Keys. Villas for lazy living. Quiet, tropical Paradise. Day-Week-Month.

WASTING YOUR HOLIDAY? . . . Over one thousand Americans last year enjoyed hobbyist, professional classes in arts, crafts, writing, Spanish history at famed Instituto Allende. Sunshine, field trips, fiestas, Mexico's most beautiful town. Prospectus? Stirling Dickinson, Director, Box 6, San Miguel Allende, Guanajuato, Mexico.

WINDHAM HILL FARM, West Townshend, Vermont. Quiet country inn—good food—walking—loafing. Superb collection old books, magazines, newspapers.

RELAX. *Enjoy your vacation—quiet, unspoiled land* and waters of Maryland's eastern shore. Colonial charm, finest food. The Pasadena, Royal Oak, Maryland.

ISLAND ADVENTURE at a gracious new hostelry on the ocean. Sub-tropical barrier island offers year-round climate with championship golf, tennis, moss-hung bridle trails, fishing and 400 years of history to explore. Modified American Plan. The Adventure Inn, Box S, Hilton Head Island, South Carolina.

VERMONT, LONDONDERRY, Route 11. Heart of Green Mountain National Forest. Flood Brook House—cool, 1,600 ft.—near theatres, concerts, antiquing, golf, hiking, fishing, swimming. $12 daily, $70 weekly. Capacity 24. Families welcome. Phone 802-824-5918.

TUCSON, ARIZONA. WILMOT INN. Desert pleasures with maximum creature comforts in patio rooms and apartments. Swimming, transportation to University events. Varied menu, European Plan. Exciting plays weekly in the Inn's Dinner Theatre. 330 South Wilmot.

SAN FRANCISCO ON A BUDGET? Charming, centrally located. Hotel Beresford, 635 Sutter Street.

FARMS AND HOTELS for adults and families, near New York. Call LOrraine 8-0700 NYC.

LAKE MICHIGAN VACATION ESTATE, concerts, resident artist May-October. Sleepy Hollow, South Haven, Michigan.

HORSEMEN! You have a home away from home in old Mexico! We are provincial—we are Colonial—but our horsemanship is fresh and sophisticated! Study basic dressage, cross country and jumping with the finest military instructors and have the vacation experience of your life in beautiful San Miguel de Allende. Free Brochure. Escuela Ecuestre S.M.A., *Apartado* 185S, *San Miguel de Allende,* Guanajuato, Mexico.

CAPE COD IS BEST in September and October. New low off-season rates start September 7th. Casual vacation trailer (private inside toilet) sleeps four to six. Directly on waterfront, center of Cape. Cost? Only $29 weekly with utilities. Box 458 SR, Brewster, Massachusetts.

OLD WORLD CHARM. Beds turned down each night. Beautiful Eighteenth Century New England inn in one of Vermont's loveliest villages. Gardens, tall trees, sweeping lawns. Advance reservations requested. Barrows House, Dorset 3, Vermont.

WINDY HILL, R.D. Box 160, Walden, New York. Informal, friendly. Music, books, sports, natural lake. Telephone Newburgh: 562-1232.

HENDERSONVILLE, N.C. Laurel Park Lake Inn, Cottages, adjacent to 18 hole golf. Enjoy the delightful and colorful mountains. Friendly, informal and relaxing. Special September rates.

BLUEBERRY HILL! Blazing foliage! Nothing whatever to do. Lucullan food. The Mastertons, Brandon, Vermont.

PELICAN COVE MOTEL AND MARINA—Florida Keys. Immaculate oceanside apartments, beach, swimming, fishing, skindiving, shelling, birdwatching, loafing. Literate, congenial company on balmy tropical isle. Duncan Hunter, Owner, Islamorada. Phone 664-2811.

VACATIONS

MONADNOCK REGION. Autumn is lovely h. .elax amidst towering pines. Private lodges, delicious food, lawn sports. Golf nearby. Open to mid-October. Write Palmer Lodge, Keene 4, N.H.

GREEN SHADOWS INN, Old Lyme, Connecticut. Excellent food, beautiful country. Rooms and cottages.

HOTEL PLAYA MAZATLAN, directly on beautiful tropical beach. Excellent International cuisine, best in Mexico. $16.80 double occupancy, A.P. Mazatlan, Sinaloa, Mexico.

CROWN FIELDS, Lanesboro, Massachusetts. Enjoy the beautiful Berkshires year round. Quiet country living—off the beaten path—delicious cuisine—200 acres. Reservations only. 413-443-4057.

RIMROCK COUNTRY high in Poconos, scenery and solitude, cottages. Stroudsburg 5, Pennsylvania.

FALL FOLLIAGE fanciers—Efficiency apartments, modern rooms. Wadler's Pine Hill, N.Y.

TRAVEL

NEW YORK CITY, HOTEL BEDFORD, 40th Street, just east of Park Avenue. For the discriminating guest who prefers quiet and privacy in the midst of town. Spacious air-conditioned accommodations with private bath, television and pantry. Superb restaurant and cocktail lounge. Family Plan and monthly rates available. Write Dept. SR for brochure.

HENRY HUDSON HOTEL, 353 West 57th Street, NYC. Single studio rooms, private bath, weekly $26 up, singles daily $7 up, doubles $11 up. Swimming pool, sun decks, steam room, restaurant, coffee shop. Air-conditioning and TV available. Convenient to Coliseum, Times Square, Radio City. Bus .hway at corner. COlumbus 5-6100.

VAGABOND VOYAGES UNDER SAIL—Longing for Tahiti? There's a South Seas Paradise within reach of your vacation schedule—and checkbook! Beachcomb tropic islands of Bahamas with me aboard magnificent 150-foot schooner, "TROPIC ROVER." Informal 10-day cruises, from $175. Capt. Sid Hartshorne, Dept. 10F, 2010 S.W. 16th Court, Ft. Lauderdale, Florida.

THE TRAPPINGS ARE NEW but the rates are traditional at the Tudor Hotel in New York City. Comfortable accommodations, all with private bath. Singles from $6, doubles from $10. Convenient to all transportation, restaurants, churches, shops, art, theatres, etc. Located in fashionable Tudor City, adjacent to United Nations. Write Mr. Earl R. Powers, Manager, Tudor Hotel, 304 East 42nd Street or phone 212-YU 6-8800.

IMAGINE YOURSELF *in South Africa, seeing the great* game sanctuaries, gold and diamond mines, native villages, fabulous coastline, world-famous cities. Make this fascinating land part of your own experience. The longer you stay, the less cost per day! Write Dept. P, Satour, 610 Fifth Avenue, New York 20, or 9465 Wilshire Boulevard, Beverly Hills, California, for literature.

GREENWICH VILLAGE, U.S.A. Stay at the Hotel Albert, East 10th Street and University Place. NYC. Kitchenettes available. Moderate rates. Call ORegon 7-0100.

PLANNING A VISIT to New York . . . on a budget? Then Beekman Tower Hotel is for you—because it offers everything you'll want and more! In the heart of midtown Manhattan's East Side—bright and cheerful guest rooms and suites overlooking the East River and near everything of interest. Two excellent but moderate priced restaurants plus famous Top O' The Tower Cocktail Lounge with its spectacular views of the city's fascinating skyline. Best of all are the attractive rates—espec for groups and families. Inclusive 2 or 3 da nd package combinations. And if you are New York write for helpful city driving n. folder on request. Dept. SR-5, Beekman Hotel, 49th Street, at First Avenue, New Yor Tel. 212-El 5-7300.

SAVE MONEY ON YOUR NEXT TRIP to New York. New York is inexpensive if you don't insist on running with the herd. Stay at the Hotel Paris and use our folder: "New York for Free." All rooms with bath: free swimming pool: family rates. Write to M. L. Walter, Hotel Paris, New York 25.

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KINGSLEY DOUBLE-CROSTIC NO. 1537

Reg. U.S. Patent Office

By Doris Nash Wortman

DEFINITIONS

A. Describing almost all modern watches (comp.).

B. Where one may find great fossil deposits in the U.S. Mid West (3 wds.).

C. Fifth largest U.S. city.

D. Breed of dwarf cattle, produced in S. Amer., 17th cent.

E. Work out in great detail; refine.

F. One thing Izaak Walton bids you "look to" in *The Compleat Angler* (2 wds.).

G. Enticed to what is wrong in past perfect time (2 wds.).

H. Lacking sharpness of outline because of faulty adjustment (3 wds.).

I. "Something to remember you by".

J. Highest heavenly sphere, described in ancient cosmology as composed of fire or light.

K. Al Smith's famous basis of operation before making a judgment or taking step.

_. One who imparts knowledge of any sort.

WORDS

82 20 87 165 24 177 139 117 109 39 13

9 146 62 183 75 42 100 161 15 104 122
59 69

167 46 23 124 92 129 137

195 148 88 35 125

25 49 138 196 53 105 158 41 33

96 185 44 57 63 73 201 11 64 147

173 156 102 108 135 91 29 83 144 199

197 5 172 65 113 22 40 120 48 111

18 85 3 30 157 123 181

90 4 97 184 145 166 56 71

159 107 36 21 31 143

118 198 169 179 78 54 206 171 77

DEFINITIONS

M. General term in Europe for Scandinavia, in U.S. for region above Mason and Dixon Line; etc.

N. Irritable; fidgety (colloq.).

O. Outer investing cellular membrane of a multicellular animal.

P. Great abundance; profusion of possessions.

Q. To puff out.

R. Having a narrow opening (said of optical devices).

S. Churchill's word for Lord Louis Mountbatten as adept at war on land and sea, and in the air, 1943.

T. Compunction.

U. Gigantic ratite birds in Madagascar, now extinct, some of whose eggs were more than 13 inches long.

V. Agreed upon a meeting; betrothed.

W. Opus by Alexander Pope, said to be as much quoted from as the Bible or Shakespeare (3 wds.).

X. English preacher, once suspended and forbidden to preach, later chosen to give Restoration sermon, 1713.

WORDS

38 121 162 72 84 50 7 136 66

130 60 170 119 32 1 28

193 133 154 151 140 203 74 141

6 106 52 155 101 163 204 180

43 186 47 178 131 127 110

149 95 116 207 191 182 37 17 126

80 115 61 175 188 70 8 19 14 34

86 94 205 168 152 128 98

67 81 55 51 142 194 26 134 200

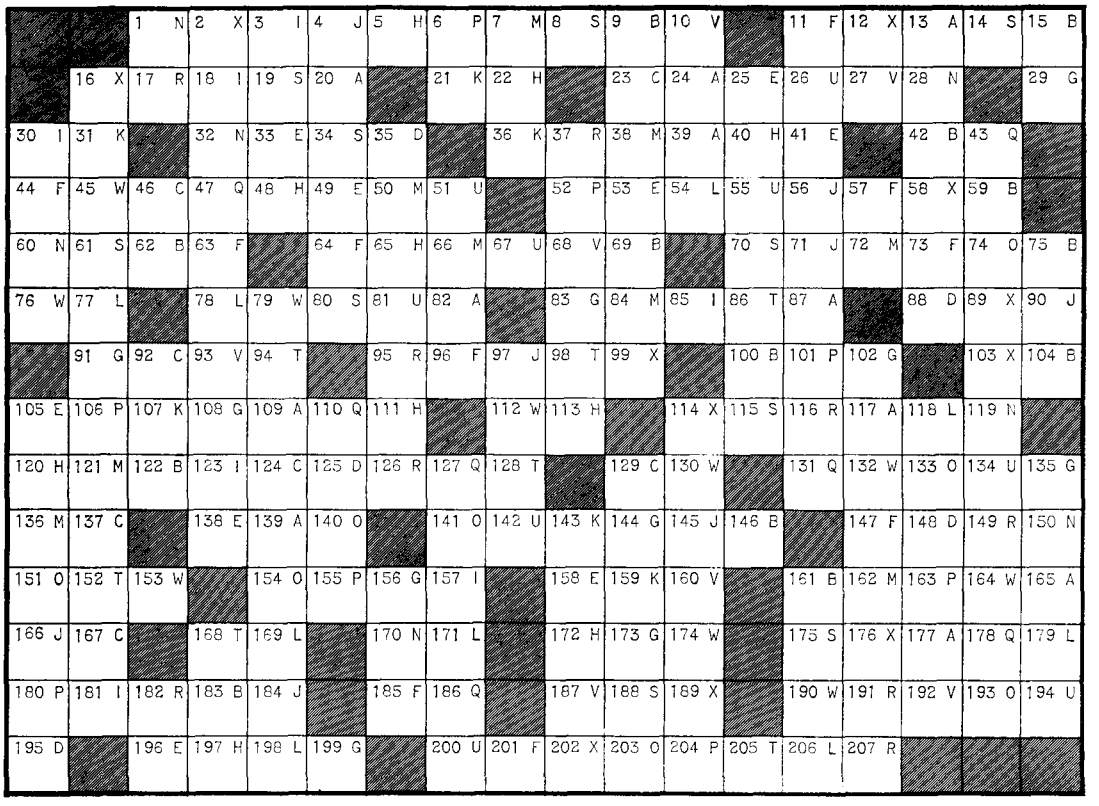
27 93 68 10 187 160 192

174 76 45 79 153 112 130 190 164 132

99 2 114 176 58 103 189 89 12 202 16

DIRECTIONS

To solve this puzzle you must guess twenty-odd WORDS, the definitions of which are given in the column headed DEFINITIONS. Alongside each definition, there is a row of dashes—one for each letter in the required word. When you have guessed a word, write it on the dashes, and also write each letter in the correspondingly numbered square of the puzzle diagram. . . . When the squares are all filled in, you will find that you have completed a quotation from some published work. If read up and down, the letters in the diagram have no meaning. . . . Black squares indicate ends of words; if there is no black square at the right side of the diagram, the word carries over to the next line . . . When all the WORDS are filled in, their initial letters spell the name of the author and the title of the piece from which the quotation has been taken. Of great help to the solver are this acrostic feature and the relative shapes of words in the diagram as they develop. Authority for spellings of definitions is Webster's New International Dictionary, Second Edition.



Solution of last week's Double-Crostic will be found on page 12 of this issue.

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A DRAMATIC DEMONSTRATION OF THE REMARKABLE NEW LIBRARY-BUILDING SYSTEM OF THE

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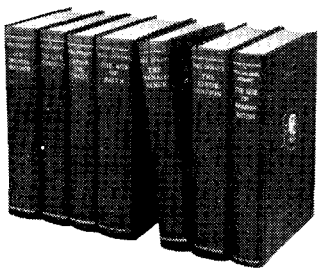
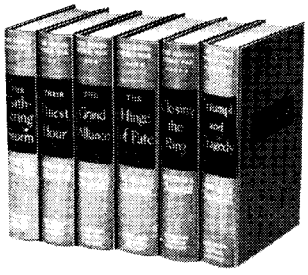
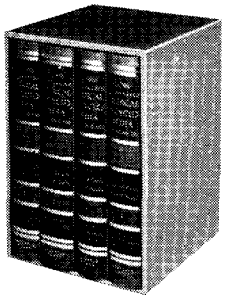


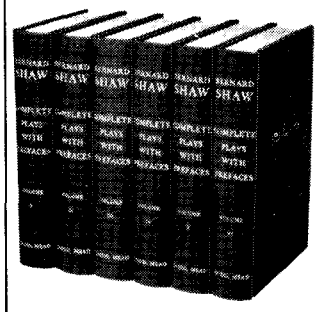
577. THE STORY OF CIVILIZATION
by WILL DURANT
Publisher's retail price: **$76**



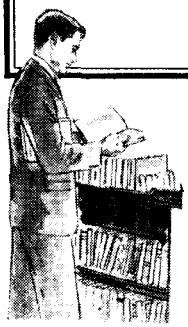
404. THE SECOND WORLD WAR
by WINSTON S. CHURCHILL
Publisher's retail prices, if bought separately, total **$39**



469. THE NEW ILLUSTRATED MEDICAL ENCYCLOPEDIA FOR HOME USE
Edited by ROBERT E. ROTHENBERG, M.D.
Publisher's retail price: **$50**



560. BERNARD SHAW
Complete Plays with Prefaces
Publisher's retail price: **$45**



AN UNPRECEDENTED HOME LIBRARY-BUILDING PLAN

THE PURPOSE of this suggested trial membership is to demonstrate, *by your own actual experience*, four things highly important for every reading family. First, that membership in the Book-of-the-Month Club is a certain way to keep from missing, through oversight or overbusyness, the new books you fully intend to read; second, that you will pay on the average 20% less for those books you want than you otherwise would; third, that you will have a wide choice—more than 200 books a year; and fourth, that under the Club's new Book-Dividend system, you will be acquiring useful or beautiful volumes—and fine high-priced sets—for really trifling sums, as in the case of the four sets pictured above.

✶ **HOW CAN THIS BE DONE?** The answer to that natural question is that the Club's Book-Dividend system is comparable to the traditional profit-sharing system of consumer cooperatives. The Club regularly sets aside what is termed its Book-Dividend Fund. As this total accumulates, entire editions of valuable books are contracted for, and the books themselves are distributed among members. Over the past thirty years Club members have received—through this unique plan—the staggering total of over $280,000,000 worth of books (retail value), *wholly without charge or for a nominal sum.*

✶ **YOU NOW HAVE A CHOICE OF BOOK-DIVIDENDS** • In the past a Book-Dividend was offered to members with every two books bought. Since the beginning of 1962, one has been made available *with every single Selection or alternate a member buys.* The system is simple: with each book you buy you receive a Book-Dividend Certificate, which is redeemable when accompanied by a nominal sum—*usually $1.00*—for an expensive library volume of your own choice. At present more than 100 different volumes are available as Book-Dividends. Many two-, four- and six-volume sets are included (with publishers' retail prices as high as $66.00), and most of them can be acquired by paying no more than $1.00 a volume, on presenting the certificate.

✶ **GOOD SENSE FOR READING FAMILIES** • Within the next twelve months you are sure to find at least four books that you will buy anyway—among the Club's Selections and alternates. Is it not good sense to buy them from the Club, in this suggested trial? You are free to stop after you have taken four if you do not find by actual experience that membership is as beneficial as you anticipate.

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345 Hudson Street, New York 14, N. Y.

Please enroll me as a trial member of the Book-of-the-Month Club and send me the library set whose number I have indicated in the box at right, billing me $1.00 for each volume. I agree to purchase at least four additional monthly Selections—or alternates—during the first year I am a member. Members' prices for these books are never more than the publishers' prices but average 20% less. I have the right to cancel my membership any time after buying these four books. During the trial and thereafter, if I continue, I am to receive a Book-Dividend Certificate with every Selection—or alternate—I buy. Each certificate, together with a nominal sum—usually $1.00—can be redeemed for a Book-Dividend which I may choose from a wide variety always available. **PLEASE NOTE:** Occasionally the Club will offer two or more books together at a *special combined price.* (Such purchases are counted as a single book in fulfilling the membership obligation.) A small charge is added to all book shipments to cover postage and mailing expenses.

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28

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